

Inspection of The Academy, Selsey

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

Inspection dates:	21 and 22 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

The headteacher of this school is Jo Ford. This school is part of The Kemnal Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Karen Roberts, and overseen by a board of trustees, chaired by Gaenor Bagley.

What is it like to attend this school?

Pupils are happy at school and recognise that both behaviour and the way they are taught have recently improved. As a result, they are increasingly confident in their learning, and in planning their next steps in education training or employment. Many pupils rise to the school's high expectations of behaviour and attitudes to learning. Consequently, the school's high ambition is increasingly realised and pupils' outcomes are improving.

Pupils benefit from how well the school knows them. They feel safe and know that staff would take any concerns seriously. Pupils appreciate the school's flexible pastoral support systems, which ensure that they are well looked after. Disadvantaged pupils benefit from the help provided to overcome barriers that may prevent them from learning well.

Pupils are proud of the way that their voices are heard through the school council and in their everyday conversations and contact with staff. Frequent house events help pupils to get to know each other and participate in events. Pupils feel a genuine commitment to the chosen charities which each house nominates.

The school intentionally raises pupils' aspirations through a wide range of extra activities and clubs, as well as day and residential trips. These opportunities develop pupils' character and help to expand their ideas about what is possible when they leave school.

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

Previously, some pupils did not achieve well enough in their GCSEs, meaning they were not always well prepared for their next steps. Since then, the school, alongside beneficial support from the trust, has been focused upon making necessary improvements. These include making changes to staff development and how pupils are taught. As a result, pupils' outcomes have improved as well as their readiness for their next steps.

The school now has a well-ordered curriculum and wide range of GCSE subjects on offer. Pupils appreciate the choice they now have. However, as yet, the proportion of pupils choosing to study the English Baccalaureate suite of subjects remains low. Leaders are taking steps to increase this number.

In lessons, pupils are helped to know and remember more and are increasingly confident in their learning. However, the school does not always ensure that pupils regularly practise applying their prior knowledge. Furthermore, the way feedback is used is not yet consistently effective. Pupils, therefore, have some gaps in their knowledge. The deepening of pupils' knowledge and skills is also not consistent. The school is aware of this and has plans in place to strengthen the way learning activities and feedback are used.

The way that the school knows and understands its pupils is a strength. Pupils feel part of a caring community. Parents and carers are highly positive about how well supported their children are. Pupils with special educational needs and/or disabilities are particularly well

known and supported. As a result, they thrive in lessons and achieve as well as, or better than, their peers.

The development of pupils' reading, and literacy is a school priority. Pupils of all ages read frequently and benefit from tailored programmes to boost their reading skills. Pupils who are not yet fluent readers receive impactful targeted support.

The school's new behaviour processes have had a significant positive impact on the school culture. Pupils' behaviour in and out of lessons is calm and respectful. Where pupils find maintaining positive behaviour more difficult, they receive effective individualised help.

While many pupils attend school regularly, a significant minority of pupils do not attend often enough. The school has implemented a range of strategies to support these pupils. However, there is more to be done to ensure that attendance quickly improves so they do not miss out on valuable learning.

Pupils are taught about how to stay safe as well as planning for their futures through the school's personal development programme. Careers provision is strong. However, some pupils do not have enough opportunities to explore learning about the protected characteristics and fundamental British values. This leaves them less well prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are not always given appropriate opportunities to recall their knowledge and then apply what they already know to new learning. As a result, pupils do not always connect their knowledge. This can limit their wider understanding and how well they achieve. The school should ensure that the teaching across the school's curriculum enables pupils to build upon their previous learning and achieve well.
- A significant minority of pupils do not attend school as regularly as they should. As a result, they miss out on vital learning. The school should ensure that its recently updated attendance strategy is implemented in a way that brings about rapid improvements in attendance for these pupils.

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

Unique reference number	137096
Local authority	West Sussex
Inspection number	10341682
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	492
Appropriate authority	Board of trustees
Chair of trust	Gaenor Bagley
CEO of the trust	Karen Roberts
Headteacher	Jo Ford
Website	www.tas-tkat.org
Dates of previous inspection	30 April and 1 May 2019, under section 5 of the Education Act 2005

Information about this school

- This is a smaller than average secondary school.
- The school's principal and other members of the senior leadership team have taken up their posts since the previous inspection.
- The school is part of The Kemnal Academies Trust.
- The school currently uses one registered and one unregistered 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school 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.
- The inspectors held meetings with the principal, the special educational needs and/or disabilities coordinator, curriculum leaders and other staff.
- The inspectors met with a representative of the chair of trustees, the CEO and other members of the trust and local governing body.
- The inspectors carried out deep dives in these subjects: English, mathematics, science, geography and modern foreign languages. For each deep dive, the inspectors met with subject leaders, looked at curriculum documents, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspectors also visited lessons and looked at work samples from a range of other curriculum subjects.
- 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.
- The inspectors considered the responses to Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

Inspection team

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