

# Inspection of Skegness Academy

Burgh Road, Skegness, Lincolnshire PE25 2QH

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Inspection dates: 14–15 January 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Sixth-form provision

**Requires improvement**

Previous inspection grade

Inadequate

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

Pupils know that their school is getting better all the time. They recognise that their teachers want them to do well and have their best interests at heart. Pupils appreciate the help they get from their teachers to improve their work. Pupils with special educational needs and/or disabilities (SEND) are supported well in lessons and through additional activities. However, the curriculum does not enable all pupils to achieve as well as they should in all subjects.

Pupils are pleased that behaviour has improved greatly. They understand leaders' expectations of how they should behave and say that the warning-card system works. Pupils say that bullying happens sometimes but that staff deal with it well. Pupils know there is someone they can talk to if they have any problems or worries. They appreciate the support they get from many staff. Pupils feel safe and cared for.

Pupils enjoy taking part in fundraising activities. They know it is important to help others and enjoy making a difference, for example by collecting for a food bank.

Not all pupils attend as regularly as they should. They miss out on valuable parts of their education.

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

Pupils do not achieve as well as they should across the curriculum. Leaders have not ensured that pupils have the opportunity to study every subject in enough depth. This means that pupils have gaps in their knowledge. Leaders are planning changes to the curriculum structure so that pupils have more time to study subjects such as history and geography.

Some subjects are planned well and help pupils to build on their knowledge. Other subjects are not coherently planned. This means that pupils find it difficult to make connections between different parts of their knowledge. They cannot always remember what they have learned.

Some teachers present their subject knowledge well. They use questions to help pupils understand the content and deepen their thinking. They correct pupils' misconceptions and help pupils to recognise what they need to do to improve their work. This is not the case in all subjects. Not all teachers have good enough subject knowledge to explain things clearly. Sometimes, teachers move on to new content before pupils fully understand. Teachers do not have consistently high expectations of what pupils can achieve. They do not always make sure that they set work that is demanding enough. They do not always challenge pupils when they do not complete their work or when they produce work of poor quality.

The support for pupils with SEND is improving. Staff understand individual pupils' needs. We saw pupils in the nurture group being very well supported. Pupils were

looking at the conditions in a Victorian workhouse. This helped them to understand their work on Charles Dickens.

Leaders have brought in strategies to help develop pupils' literacy skills. 'Lit-fit' introduces pupils to new vocabulary. It also encourages pupils to practise their grammar knowledge. DEAR (drop everything and read) is helping pupils to develop a love of reading. Several pupils told us they now read more regularly than in the past, and do so for pleasure.

Most pupils want to do well. Pupils were excited to tell us about plans to have 'tea with the principal' as a reward for doing well. Behaviour has improved, and many pupils work hard. However, some lessons are disturbed by poor behaviour.

There is a range of opportunities to promote pupils' personal development. The school helps pupils to take part in after-school activities, for example by providing transport home. The curriculum supports pupils' mental and physical well-being and helps to prepare them for their next steps. For example, some pupils visit local universities and others take part in boxing, dance or swimming. One pupil told us that swimming helped to build her self-esteem. Pupils learn about British values but the curriculum does not ensure that all pupils understand these as well as they should.

The curriculum in the sixth form allows students to study courses that meet their interests and aspirations. They receive individual and independent advice and guidance about their next steps. Students have positive attitudes towards their studies and attend well. Students who need to gain GCSE qualifications in English and mathematics are supported well and most achieve these qualifications. Students are very positive about the relationships they have with staff and the support they receive.

Leaders consider staff's well-being and workload when making changes. Staff feel well supported and enjoy working at the school.

Leaders have brought about much-needed improvements to all areas of the school but recognise where further improvements must be made.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. All staff recognise their responsibility to safeguard pupils and are vigilant in carrying out this duty. Staff are well trained and knowledgeable.

The designated safeguarding leader works closely with the deputy, the pastoral staff and the attendance team to monitor pupils' well-being. They follow up concerns promptly and involve external agencies when necessary. This means that pupils quickly get the help they need.

Records are detailed and well maintained. They help staff to provide effective support to vulnerable pupils.

Pupils learn how to protect themselves from potential harm.

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

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

- The current curriculum model incorporates all subjects in the national curriculum. However, it does not ensure that pupils experience the full breadth and depth of the national curriculum in all subjects, particularly in those subjects that pupils do not choose to study at GCSE level. Leaders should ensure that plans already in place are implemented effectively so that all pupils study the full curriculum in sufficient depth and breadth, particularly during key stage 3.
- The curriculum is well planned and sequenced in some subjects. This helps pupils to build on their knowledge and to deepen their understanding of the subject. This is not the case in all subject areas. Leaders should ensure that all subject leaders plan their curriculums to help pupils build their knowledge. They should ensure that the curriculums provide opportunities for pupils to revisit their learning so that they remember more. Senior leaders, including those from the trust, should make sure that subject leaders have the training and support they need to plan their curriculums in this way.
- The curriculum is not consistently well implemented. Leaders should ensure that staff, including those teaching in the sixth form, have the subject knowledge and pedagogical knowledge they need to implement the curriculum effectively. Leaders should take quick action to support staff when weaknesses in curriculum implementation are identified.
- Staff do not have consistently high expectations of what pupils can achieve. Some pupils' work is not of a good quality across the curriculum. Leaders should ensure that all staff support pupils to achieve their best by providing demanding work, communicating high expectations and challenging pupils when they do not meet these.
- Too many pupils are persistently absent from school. Leaders should ensure that the attendance of all pupils, but particularly disadvantaged pupils, improves.

## **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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

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

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.

## School details

<b>Unique reference number</b>	136217
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10087316
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 19
<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>	928
<b>Of which, number on roll in the sixth form</b>	105
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Hamlin
<b>Principal</b>	Todd Johnson
<b>Website</b>	<a href="http://www.skegnessacademy.org">www.skegnessacademy.org</a>
<b>Date of previous inspection</b>	24–25 May 2017

## Information about this school

- The principal took up his post in April 2019.
- A small number of pupils attend alternative off-site provision at Build a Future Independent School.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and other senior leaders, including those from the trust. I spoke by telephone with the chair of the board of trustees.
- I met with the school's alternative provision coordinator. An inspector spoke by telephone with a representative of Build a Future Independent School.

- We undertook deep dives in English, science, history and physical education. These deep dives consisted of meeting with curriculum leaders, visiting lessons, examining pupils' work and meeting with teachers and pupils from the lessons visited. We also visited lessons and looked at curriculum plans for a range of other subjects.
- I met with the designated safeguarding lead, the deputy designated safeguarding lead and the trust's director of safeguarding. I scrutinised a range of documents related to safeguarding, the school's single central register and the school's system for monitoring safeguarding concerns.
- We met with groups of staff and with pupils from all year groups.

### **Inspection team**

Deborah Mosley, lead inspector	Her Majesty's Inspector
Jackie Thornalley	Ofsted Inspector
Annabel Bolt	Ofsted Inspector
Rachel Tordoff	Her Majesty's Inspector

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