

Inspection of Skegness Academy

Burgh Road, Skegness, Lincolnshire PE25 2QH

Inspection dates: 6 and 7 December 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Good

Sixth-form provision

Good

Previous inspection grade

Requires improvement

The principal of this school is Claudio Gissendorf. This school is part of Greenwood 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, Wayne Norrie, and overseen by a board of trustees, chaired by Michael Hamlin. There is also an executive principal, Todd Johnson, who is responsible for this school.

What is it like to attend this school?

Pupils say that the school is improving. They say that behaviour has improved recently. Most pupils understand the high expectations of conduct the school has for them. Staff also commented on how behaviour in lessons has improved. There are positive relationships between staff and pupils. Students in the sixth form said that they enjoy the subjects that they study.

Most lessons are calm and orderly. However, pupils say that some lessons are still disrupted by others. At breaktimes and lunchtimes, most pupils conduct themselves well. Pupils said that bullying happens sometimes. They are confident that the school would deal with any bullying issues.

Pupils said that they feel safe in school. They know whom they can talk to if they have any worries. Pupils learn how to keep themselves safe online and in the community. Pupils with special educational needs and/or disabilities (SEND) feel well supported. They know they can go to the SEND hub if they need support.

Pupils can go to a range of extra-curricular clubs. Many pupils attend these. For example, pupils take part in football, netball, debate club and school productions. Pupils also take part in The Duke of Edinburgh's Award scheme.

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

The school has developed a well-sequenced and ambitious curriculum for all pupils. How teachers deliver the curriculum is improving. However, there are still some inconsistencies. Most teachers present new information clearly. They model how they expect pupils to complete work effectively. Some activity choices used by teachers do not always support pupils in developing their knowledge. As a result, pupils do not achieve as well as they could.

Most teachers question pupils well to check their understanding. This is not always done well. For example, pupils complete a 'do now' activity at the start of lessons to recap prior learning. Teachers do not always check that pupils have completed these correctly. As a result, teachers do not always address gaps in learning. This means that some pupils do not have a secure understanding of what they have learned.

The school has prioritised reading. Pupils who need extra help to read get it. This helps them to read more fluently. Teachers get detailed information about how to meet the needs of pupils with SEND. Most teachers use this information well to support these pupils. This means that pupils with SEND are starting to achieve better.

Students in the sixth form benefit from a curriculum that is ambitious and well matched to their needs. Students have positive attitudes to learning and attend well. Teachers have good subject knowledge. They deliver the curriculum well in most

subjects. Students do work experience and learn about higher education. They are well prepared for their next steps.

The school has ensured that there is a clear behaviour system in place. Most staff use this well. Some pupils said that teachers are not always fair when dealing with behaviour issues, but that it is improving. Most pupils have positive attitudes to learning. However, there are some pupils who struggle to meet the school's expectations. They are often suspended or placed in the 'reflection room'. As a result, they miss learning. They do not always get the support they need to improve their behaviour. The school is aware of this and has plans in place to address it.

The attendance of pupils is still too low. The school has increased capacity in the attendance team. Some staff work with pupils to understand the barriers to regular attendance. They have also started to work with families to support them with getting their children to school. This is starting to improve attendance. However, these improvements are not yet sustained. The school is aware of this and has plans to further support pupils to attend well.

The school has planned well for pupils' wider development. Pupils are well prepared for life in modern Britain. Pupils learn about different careers. They visit local businesses. Employers come into school to talk about different careers. Pupils are developing their understanding of fundamental British values. They learn about different religions. They know they should be respectful to those who may be different to themselves. They learn about road safety and the dangers of illegal substances. The school has ensured that pupils get the pastoral support they need.

The school is well led. Staff appreciate the range of opportunities they get for their professional development. They feel well supported. The trust has provided effective support for the school so that it has capacity to improve further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some activity choices used by teachers do not always support pupils in developing their knowledge. As a result, they do not achieve as well as they could. The school should ensure that staff use learning activities that support pupils in learning the intended curriculum.
- How teachers support pupils in remembering what they have learned is not always done well. Teachers do not always check that pupils have correctly completed activities intended to support them in recapping prior learning. This means that teachers are not always aware of any gaps in learning that pupils may have, and pupils do not always have a secure recall of what they have learned.

Teachers should ensure that they systematically check pupils' understanding so that they can address any gaps in learning.

- The attendance of pupils is still too low. The school is taking action to improve attendance. However, this is yet to have a sustained impact. The school should ensure that it embeds the approaches and processes for securing good attendance so that improvements are sustainable.
- Some pupils are repeatedly suspended or put in the school's internal suspension room. Some of these pupils are not successfully reintegrated back into school and their behaviour is not improving. The school should ensure that it uses appropriate strategies to support these pupils to improve their behaviour.

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	136217
Local authority	Lincolnshire
Inspection number	10288331
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,029
Of which, number on roll in the sixth form	75
Appropriate authority	Board of trustees
Chair of trust	Michael Hamlin
CEO of the trust	Wayne Norrie
Principal	Claudio Gissendorf
Website	www.skegnessacademy.org
Dates of previous inspection	14 and 15 January 2020, under section 5 of the Education Act 2005

Information about this school

- The principal was appointed in September 2023.
- 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.
- The school uses one registered alternative provider.

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 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 carried out deep dives in these subjects: mathematics, English, art and design and history. 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 discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited tutorial sessions and assemblies.
- To evaluate the effectiveness of safeguarding, 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 met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff questionnaire.
- The lead inspector met with a trustee.
- Inspectors met with the principal, the vice-principals and the senior assistant principals.
- The lead inspector met with the CEO of the trust and other trust leaders.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Ellenor Beighton	Ofsted Inspector
John Harrison	Ofsted Inspector
Martyn Skinner	Ofsted Inspector

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