

# Inspection of Cleethorpes Academy

Grainsby Avenue, Cleethorpes, Lincolnshire, DN35 9NX

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Inspection dates: 30–31 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

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

Pupils enjoy coming to this school. One said, 'Staff care a lot and the music is amazing.' Parents appreciate the care and support that staff give to pupils. One said, 'My son has become a different child, I would definitely recommend it [the school] to others.'

Pupils we questioned said they feel safe, especially from bullying. The pupils spoken to during the inspection say that bullying is always dealt with well by staff. Pupils say that behaviour in lessons good. However, they say that older pupils can play rough sometimes at breaktimes so they have to be careful in case they get knocked over by accident.

Pupils receive strong guidance regarding their options before they leave school. Pupils also learn to respect people from other cultures or religions. One pupil said, 'Being different makes life interesting.'

In lessons, teachers expect pupils to work hard and to do their best.

Music is popular in school. Pupils love their music lessons, singing and playing guitars and ukuleles. A quarter of pupils in the school learns to play a musical instrument and many go on to study music at GCSE level.

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

Leaders have improved the curriculum to make sure that pupils study a broad range of subjects. In key stage 4, all pupils now study either geography or history. Most pupils now take a creative subject. Teachers say that leaders do all they can to keep workload manageable. For example, leaders have reduced the amount of marking teachers have to do.

The curriculum in music is of very high quality. A quarter of pupils learn to play musical instruments. Many pupils, including those with special educational needs and/or disabilities (SEND), sing in the choir or play in music groups. In lessons pupils deepen their knowledge and have time to practise their musical skills.

In science, the well-designed curriculum allows current pupils to achieve well. Pupils deepen their knowledge of science in each year. In science, pupils revisit topics to make sure that they know more and remember more over time.

The curriculum in languages is ambitious and broad. Most pupils in key stage 3 study both French and Spanish. Leaders have effective plans in place to ensure that more pupils study languages in key stage 4.

In mathematics, pupils do not cover important skills, knowledge and understanding in depth before they begin preparation for examinations. Pupils in key stage 3, especially those with SEND, sometimes do not have enough time to practise and

perfect their mathematics skills. This means that they have to be taught the skills again in Year 10 and Year 11, so the work becomes repetitive.

Teachers often assess pupils effectively. In some subjects, such as in science, teachers expertly use assessment information to find out where pupils are struggling. This leads to pupils of all abilities, including those with SEND achieving well. However, in some subjects, assessment is not used as effectively in the curriculum. This leads to delays in pinpointing what pupils need to do to improve.

Pupils behave well in lessons. In subjects they really enjoy, such as music, behaviour is exemplary. Teachers and pupils have developed strong working relationships in class. At lunchtime and breaktime, behaviour is sometimes not so positive. Pupils can push and shove each other. This is not sufficiently challenged by staff. Younger pupils say that they have to be careful not to get knocked over. However, pupils say that they feel safe and secure around the school.

Attendance has improved but remains stubbornly below the national average. While leaders follow up absences, teachers, form teachers and pastoral staff do not promote the importance of regular attendance as consistently as they could.

Many pupils, including pupils with SEND and disadvantaged pupils, take part in the many extra-curricular activities on offer. Pupils receive expert advice on careers and further education. Pupils are taught to be respectful of others regardless of faith, culture or sexuality.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. All staff, including lunchtime supervisors, know what they must do if they have any concerns about pupils. Staff training is of a high standard. School leaders communicate well with outside agencies when necessary.

Pupils have a good understanding of how to stay safe when using the internet. While some pupils say that they have experienced bullying, they say that it is always tackled quickly by staff to ensure that it stops. Pupils say that there is always an adult to turn to if they have any concerns or feel upset.

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

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

- In mathematics, pupils, do not cover important skills, knowledge and understanding in depth before they begin preparation for examinations. This leads to teachers having to reteach topics that pupils, including pupils with SEND, have not properly mastered. Leaders should ensure that the curriculum is

reviewed to improve this issue. This will allow pupils to know more and remember more so they develop a readiness to learn more complex ideas and concepts.

- Assessments are not always effective at identifying and addressing gaps in pupils' understanding. Leaders should ensure that teachers use assessment more effectively to pinpoint pupils' next steps in learning and that prompt action is taken so that any misconceptions are addressed at the earliest opportunity.
- While behaviour is good overall, some pupils can be boisterous at lunchtime and breaktime and not considerate of others around them. This is sometimes overlooked by staff who are on duty. Leaders should ensure that pupils' behaviour outside is as positive as it is in the classroom and that staff on duty are proactive in helping to minimise such behaviour.
- Attendance remains stubbornly below average. While non-attendance is tackled when it happens, more could be done to promote positive messages to pupils about the importance of attending school. Leaders should ensure that all staff, including form tutors, support pupils to attend regularly so that overall absence and persistent absence reduces.

## 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>	136192
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10110616
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	883
<b>Appropriate authority</b>	The board of trustees
<b>Chair of the board of trustees</b>	Philip Bond
<b>Principal</b>	Janice Hornby
<b>Website</b>	<a href="http://www.cleethorpesacademy.co.uk">www.cleethorpesacademy.co.uk</a>
<b>Date of previous inspection</b>	4 December 2018, under section 8 of the Education Act 2005

## Information about this school

- The school uses the external provider Phoenix Park Academy to provide an alternative education for a small number of pupils.

## Information about this inspection

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

- We held meetings with the principal and other senior leaders. We met with four members of the trust board, the chief executive and deputy chief executive of the Tollbar multi-academy trust. We met with leaders responsible for safeguarding and the special educational needs coordinator.
- We held discussions with lunchtime supervisors, office staff, teachers and teaching assistants about the actions that they take to keep pupils safe.
- We looked at a range of documentation, including safeguarding documents, the school's self-evaluation, development plans and information on the school's website.

- We agreed with the principal to look in detail at: music, mathematics, science and modern foreign languages. We talked to leaders about their curriculum plans. We visited lessons, looked at pupils' work and discussed this with them. In addition, we had discussions with teachers and a group of pupils from the lessons we visited.

### **Inspection team**

Robert Jones, lead inspector	Ofsted Inspector
Marc Doyle	Ofsted Inspector
Gordon Watts	Ofsted Inspector
Garry Stout	Ofsted Inspector

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