

Skegness Junior Academy

Pelham Road, Skegness, PE25 2QX

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities make good progress because they are well taught, enjoy learning and are eager to do well.
- Standards are rising and, by the end of Year 6, they are broadly average in reading, writing and mathematics.
- Leaders check the quality of teaching, learning and achievement very carefully. They work well with staff to tackle what needs to improve.
- Teachers make learning challenging and have high expectations of what most pupils can achieve.
- Staff keep a close check on pupils' learning in lessons, quickly correct any misunderstanding and give pupils detailed feedback about how to improve.
- Pupils behave well and feel safe. Attendance has improved considerably.

It is not yet an outstanding school because

- Pupils' understanding of their targets for improvement is better in reading and writing than it is in mathematics and slows their progress in that subject.
- Some teachers do not expect pupils to present their work neatly and spell accurately in all subjects, so they do not develop good working habits.
- Tracking the progress that pupils make in subjects other than English, mathematics and science is not consistently effective.

Information about this inspection

- Inspectors visited 19 lessons, some of which were observed jointly with the acting principal.
- They held discussions with pupils, the acting principal, executive principal, teachers and the chief executive of the Greenwood Dale Foundation Trust.
- Inspectors examined a range of documents, including a summary of the academy's self-evaluation and development plan, policies aimed at keeping pupils safe, and information about the management of teachers' performance and the academy's governance.
- The views of 11 parents and carers were analysed through their responses on the Parent View website. Inspectors also spoke with 12 parents during the inspection. They examined the results of the academy's most recent consultation with parents and carers, to which 70 responded.
- The inspectors considered the views expressed by the 14 staff who returned a questionnaire.

Inspection team

Keith Williams, Lead inspector	Additional Inspector
Paul Weston	Additional Inspector
Margaret Dutton	Additional Inspector

Full report

Information about this school

- The academy is larger than the average junior school.
- Skegness Junior Academy converted to become an academy school in September 2012. When its predecessor school, Skegness Junior School, was last inspected by Ofsted, it was judged to require special measures. At a monitoring inspection in February 2013, Skegness Junior Academy was judged to be making reasonable progress in raising standards for all pupils.
- The academy is part of the Greenwood Dale Foundation Trust. A group of the trust's academies on the east coast is overseen by an executive principal.
- Most of pupils are of White British heritage. A below-average proportion of pupils come from minority ethnic heritages. The proportion speaking English as an additional language is less than half the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus, or who have a statement of special educational needs, is well-above average.
- The proportion of pupils supported by additional funding (pupil premium) is well-above average. In this academy, this relates to those pupils who are known to be eligible for free school meals and those who are looked after.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A privately run after-school club is held at the academy. This is inspected separately.

What does the school need to do to improve further?

- Improve teaching and learning further by:
 - ensuring that pupils' understanding of their targets for improvement in mathematics matches that in reading and writing
 - having consistently high expectations of pupils' neatness in presenting their work and making sure that pupils use neat handwriting and accurate spelling in all subjects
 - tracking more closely the progress pupils make in subjects other than English, mathematics and science, so that any gaps that may appear between the achievement of different groups of pupils can be identified and closed, and a closer check kept on pupils' progress.

Inspection judgements

The achievement of pupils is good

- Pupils' attainment when they join the academy is below average. They achieve well and, by the end of Year 6, their attainment is broadly average in reading, writing and mathematics. Pupils' progress is accelerating and, as a result, standards are rising.
- All groups of pupils, whatever their starting points, make good progress. The academy checks closely on the learning of individual pupils and groups. Anyone at risk of underachieving is given extra help to catch up. The academy's records show that, where this happens, pupils' make faster progress.
- Disabled pupils and those who have special educational needs learn well because teachers and teaching assistants give them the help they need to improve and make good progress. Pupils speaking English as an additional language achieve well and make good progress because they, too, are supported well.
- The school has made good use of the additional pupil premium funding to provide extra support for pupils and their families. Last year, eligible pupils in Year 6 attained lower standards in reading, writing and mathematics than other pupils in the academy, and were around three terms behind. This year, the gap has closed considerably, and is now about a term behind in writing and mathematics, and even less in reading.
- The most-able pupils make good progress because the work they are given is usually demanding and makes them think deeply.
- Although pupils achieve well, they make faster progress in reading and writing than they do in mathematics. This is because reading and writing have been the academy's top priorities and pupils better understand their improvement targets in these skills than they do in mathematics.
- Pupils read well for enjoyment and to help them learn. Many have favourite authors and types of books. Reading regularly at home has a positive impact on their progress.
- Pupils' work in books and in class shows that they use their reading, writing and number skills effectively in lessons other than English and mathematics. They write imaginatively and use interesting vocabulary, but they do not always take enough care with their spelling and handwriting.
- The use of primary school sports funding is having a strong impact on pupils' lifestyles and physical well-being. There has been a considerable increase in pupils' participation in a wide range of sports, including regular competition with other schools.

The quality of teaching is good

- Teachers make learning challenging and interesting. This is appreciated by pupils and has a positive impact on their progress and enjoyment. Teachers engage pupils in learning in a wide variety of ways and use resources, including technology, imaginatively.
- Teachers keep a close check on pupils' understanding in lessons. They question well to highlight any misunderstanding and challenge pupils to think more deeply. Any confusion is dealt with

skilfully so that pupils can move on quickly in their learning.

- Work is marked regularly and clear areas for improvement are given to each pupil. Teachers make sure that time is set aside for pupils to consider these and follow up their guidance. This process contributes to pupils' good learning.
- Clear longer-term targets for improvement are set for pupils' reading and writing. As a result, pupils have a good understanding of how to improve their work. They are less sure in mathematics.
- Teachers have high expectations of how pupils should behave and what they are capable of achieving. However, their expectations of pupils' neatness in presenting written work and the accuracy of pupils' spelling are not always high enough.
- Good support is provided by teaching assistants and other adults, who form a strong team with the teachers. This enables all groups of pupils to make good progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Lessons run smoothly and pupils move sensibly when changing classrooms or going to assemblies. Pupils behave well at break times and this enhances their enjoyment of academy life and sense of being safe.
- Pupils have positive attitudes to learning. They enjoy a wide range of subjects and say that they learn 'exciting things like subordinate clauses', as one younger pupil put it. Pupils work hard, but too much of their written work is set out untidily.
- Pupils work well together and listen carefully when others speak. They are respectful to each other and the adults with whom they work.
- Staff work well to ensure that the few pupils who present challenging behaviour are fully included and able to learn well. There are clear procedures when behaviour falls short of acceptable standards. As a result, there is little learning time lost for these pupils or their classmates. The academy uses systems to exclude pupils appropriately.
- Pupils' eagerness to learn is reflected in rising attendance levels. Last year, attendance was in the lowest 10% of schools nationally. It has risen considerably this year and is currently well ahead of last year's data. The academy has worked well with parents and carers to reduce unpunctuality, and almost all pupils arrive on time.
- The academy's work to keep pupils safe and secure is good. Leaders make sure that the building is secure and that all staff are rigorously checked prior to appointment. Pupils say they feel safe, and all parents and carers who offered a view agreed with them. Pupils have a good awareness of how to stay safe in different situations, including when using the internet.
- Pupils know that bullying takes different forms. They say that bullying is rare and is dealt with quickly and effectively by staff when it does occur.

The leadership and management are good

- Strong leadership from the acting principal, very ably supported by the executive principal, has galvanised the staff into a harmonious, committed team with a shared vision for the academy's improvement.
- This common sense of purpose, overseen closely by the trust, has resulted in good teaching and learning in a safe, secure and stimulating environment. Those parents and carers who offered a view are pleased with what the academy offers.
- Senior leaders, and staff who lead in English and mathematics, check on teaching and learning systematically and comprehensively. Strengths and areas for improvement are identified and weaknesses are tackled robustly. No stone is left unturned in the drive to secure the best for pupils.
- Leaders evaluate the work of the academy accurately and, because they have detailed information about the quality of teaching and learning, they identify the right priorities for the academy to continue to improve.
- A suitably broad range of subjects and activities is provided. This promotes pupils' personal development, particularly their social and moral development, well and contributes to their enjoyment and progress. Detailed planning of learning in English, mathematics and science ensures that pupils make good progress.
- Subjects other than English, mathematics and science are taught through a series of topics that help make the learning more interesting and relevant for pupils. However, it is not always clear what work is covered in each of these subjects over time, nor what progress pupils are making because it is not tracked closely enough.
- The academy makes good use of the additional funding it has received to extend the sporting opportunities that are available to pupils. Participation in the trust's sports partnership has brought in specialist coaching for pupils and is helping to raise the expertise of staff. As a result, pupils' enjoyment, skills and participation levels are increasing.
- **The governance of the school:**
 - The chief executive and the trust have high expectations for the success of the academy and have had a very positive impact on its development
 - There are comprehensive systems to gather and analyse information about the academy's performance in the Year 6 national tests and examine the academy's own assessments. This information is used well to hold leaders to account and has ensured that pupils achieve well
 - Those responsible for governance have a detailed overview of spending, including the additional funding for the pupil premium and sport, and they ensure that the academy secures the best value for money
 - The trust has detailed information about the performance of teachers and makes sure that teachers' appraisals are carried out fairly and effectively. Good links are made between teachers' performance and pay
 - The academy's systems for safeguarding pupils meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138442
Local authority	Lincolnshire
Inspection number	424936

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The Greenwood Dale Foundation Trust
Chair	Emma Hadley (Executive Principal)
Principal	Darren Price (Acting Principal)
Date of previous school inspection	Not previously inspected
Telephone number	01754 879166
Email address	enquiries@skegnessjunioracademy.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

