

Serco Inspections  
Colmore Plaza  
20 Colmore Circus  
Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T:** 0121 679 9158  
**Direct email:** rachel.dayan@serco.com



24 November 2014

Mrs Alice Hexter  
Executive Headteacher  
Seabrook College  
Burr Hill Chase  
Prittlewell  
Southend-on-Sea  
SS2 6PE

Dear Mrs Hexter

### **Requires improvement: monitoring inspection visit to Seabrook College**

Following my visit to your school on 21 November 2014 with Heather Yaxley, Her Majesty's Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- identify specifically in the school improvement plan the expected improvements to teaching, achievement, behaviour and attendance so that governors, leaders and staff can accurately evaluate whether the actions taken are successful.

### **Evidence**

During the inspection, meetings were held with you and other senior leaders, the Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan and attendance, behaviour and achievement information were evaluated. Inspectors made visits with senior leaders to all classes on the Prittlewell and the North Road sites during which they looked at students' work and behaviour plans, and talked to them about these.

## **Context**

You have made significant changes since the last inspection to create the new Seabrook College. Students who formerly attended the Renown Centre and Seabrook College now work together in age-based groups at the Prittlewell and North Road sites. Although provision has been combined, both the pupil referral unit and the college currently remain registered as separate institutions. Vocational education is provided for some students at school premises on the Robert Leonard Industrial Site. The range of subjects taught to Key Stage 3 and 4 students has been extended to include art, computer science and a modern foreign language and adjustments have been made to ensure the new primary curriculum is implemented. The number of students on roll has increased and 23 new students have been admitted this term. Leadership responsibilities have been restructured to meet the changed needs of the combined provision. Changes have been made to staffing and seven members are receiving training and support to achieve qualified teacher status. The interim executive board, providing governance at the time of the inspection, has been replaced by a full governing body. You have established an outreach team to provide support to local schools.

## **Main findings**

With the support of other leaders, you have led the school through a period of significant change with determination to create provision that interests and challenges all the students who attend Seabrook College. The new leadership team is in a strong position to bring about improvement and staff are working well together to meet the higher expectations you have established. During this time of change, aspects of the school's work identified as effective at the last inspection have been sustained; in addition, you have started to make progress in the areas requiring improvement. At the end of the 2014 academic year, almost all students who left the college gained a place in further education.

Your improvement plan is lengthy and detailed. It includes the new work being developed, for example, the outreach provision. It does not however, make clear the specific differences you expect to see in the achievement, behaviour and attendance of students, or in the quality of teaching over time. Because of this, governors have not been able to check or challenge the progress you are making with enough rigour.

You have sharpened procedures for improving behaviour so they are clear and effectively used by most staff and students. At the end of each lesson, adults and students discuss together how well each student has achieved against the targets set for them. Students explain well how this encourages them to improve their behaviour week by week.

Teachers receive effective training to improve their work. Systems for monitoring the progress made by students are now established and you assess the progress made by individuals in detail. You are not using the information gathered on students'

achievement to identify and share overall targets for improvement with other leaders, staff and governors so the impact of all that you are doing on the standards achieved is unclear.

Teachers use assessment information to pitch work at the right level for individuals. In some classes, teachers' marking and the feedback given to students gives clear guidance on how well they are doing and what they need to do next to improve further. In the best instances, this also refers to improvements in learning behaviour. As your own analysis shows, the standard of this work is not the same in every class and some improvement is still required.

Work to improve attendance is engaging families more fully and evidence from questionnaires used with Key Stage 4 students' parents shows they feel well informed about how well their children are doing. Individual case studies show significant improvements in the attendance of some students. Because there is no overall analysis, it is difficult however, to understand the full picture and ascertain whether there is good improvement for all.

Governors have provided strong support for the changes you have made, particularly the development of the college site and facilities to better meet the needs of students. They have implemented more frequent meetings to keep properly in touch with the college's work and maintained a detailed overview of finances.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority provides effective support, including resources to facilitate the amalgamation of provision, training for the staff working to achieve qualified teacher status and the brokering of expertise to improve the teaching of mathematics. Advisers support the school's evaluation processes and are aiding the development of the college's outreach service to local schools.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Southend.

Yours sincerely

Prue Rayner  
**Her Majesty's Inspector**

Cc. Chair of the Governing Body  
Cc. Local authority