

City Academy Whitehawk

Whitehawk Road, Whitehawk, Brighton, BN2 5FL

Inspection dates 18–19 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- School leaders at all levels, as well as the governors, are strongly committed to providing the best possible education for pupils. They have successfully shared this ambition with staff.
- The headteacher's relentless focus on raising pupils' attainment and leaders' success in improving teaching have resulted in pupils achieving well.
- Pupils throughout the school make good progress from their starting points in a range of subjects, including reading, writing and mathematics.
- The school looks after its pupils well. As a result, they feel safe and secure, and have few concerns about bullying.
- Pupils understand the importance of behaving well. Their good behaviour makes a positive contribution to their learning and progress.
- Teachers have developed a good understanding of pupils' different abilities. This enables them to give pupils work which is mostly well suited to their needs.
- Pupils benefit from a broad curriculum, including a variety of visits and out-of-school activities. This makes a strong contribution to their achievement and to their understanding of the wider world.
- The school makes extremely good use of the extra funding it receives to promote sport and physical activity. This has resulted in higher participation in sporting activities and has enhanced pupils' social development.
- Governors have a secure understanding of how well pupils are achieving. They know what leaders have done to improve teaching, and challenge them to ensure that high targets are set and reached.
- Children in the Reception class make good progress in their learning and social development. This is because of consistently good teaching in a well-organised, stimulating and secure environment.
- Parents comment very favourably on the new school's improvement since it opened and most say they would recommend it to others.

It is not yet an outstanding school because

- Leaders have not yet ensured that the quality of teaching is high enough to result in outstanding achievement for pupils.
- Teachers do not always adapt activities during the course of lessons to ensure that pupils work as hard as they could and make sustained progress.
- Teachers' marking of pupils' work does not always include detailed enough advice about how pupils can improve their work.

Information about this inspection

- Inspectors observed pupils’ learning in 17 lessons. Two of these observations took place together with a member of the school’s senior leadership team. The inspectors also attended two assemblies and made short visits to a number of other lessons and school activities, including the breakfast club. They heard pupils read and looked at samples of their work.
- The inspectors held meetings with groups of pupils and with the Chair and Vice-Chair of the governing body, as well as with members of staff, and with representatives from the academy’s sponsor and an educational charity which supports the school. Inspectors also held informal discussions with a number of parents.
- Inspectors examined a variety of school documents, including records of pupils’ attainment and progress, and records of attendance and behaviour. They looked at safeguarding procedures, the school’s self-evaluation, and its processes for setting targets for teachers and monitoring staff’s performance, as well as a range of other school documents.
- Inspectors considered 27 responses to the Ofsted online survey, Parent View, as well as the results of the most recent surveys of parents’ views carried out by the school and a letter from a parent. They also took account of 21 questionnaires completed by members of staff.

Inspection team

Robin Gaff, Lead inspector	Additional Inspector
Cassandra Buchanan	Additional Inspector
Michael Elson	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Children join the early years provision in the Reception class, where all the children attend full time.
- The proportions of pupils who are from minority ethnic backgrounds and of those who speak English as an additional language are well below national averages.
- The proportion of the school's pupils who are supported by the pupil premium is much higher than the national average. This is additional government funding provided for disadvantaged children who are looked after or are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is well above average. The largest groups are of pupils who have behaviour, emotional and social difficulties, and those who need extra support to improve their speech, language and communication skills.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club each day for its own pupils.
- An outside organisation runs an after-school club on the school's premises. This is subject to separate inspection arrangements.
- City Academy Whitehawk opened in September 2013. The school is part of City Education Trust (CET), a multi-academy trust set up by the academy's sponsor, City College Brighton and Hove. At present, this is the only school for which the trust is responsible. CET has delegated responsibility for the school's governance to the Local Advisory Group.

What does the school need to do to improve further?

- Raise pupils' attainment still further and increase their rates of learning, by ensuring that school leaders at all levels make sure that teachers:
 - consistently give pupils sufficiently clear and detailed comments to show them how they can improve their work
 - adapt activities during lessons if pupils are not working as purposefully and making as much progress as they could.

Inspection judgements

The leadership and management are good

- The headteacher, with the support of the trust and the governing body, has created a strong and resourceful leadership team who are passionate about making this new school as good as it can be. Together, they have ensured that staff share their vision, and in doing so, leaders have established their expectation that high aspirations, as well as good teaching and behaviour, are the rule.
- School leaders have introduced rigorous and accurate systems for measuring pupils' attainment and their progress. This has enabled them to identify specific areas in which pupils are doing less well, and to put in place measures to address this.
- Leaders regularly and robustly check on the quality of teaching throughout the school. They set staff challenging targets and make sure they receive the support they need in order to reach them. Teachers said how much they appreciated the advice and coaching they had received, as well as opportunities to attend relevant courses.
- Subject leaders and those teachers responsible for different groups of pupils within the school are enthusiastic about their roles. They are strongly focused on raising pupils' achievement and promoting their well-being.
- Not all the measures taken by school leaders to improve teaching are as yet being fully implemented. This includes requiring teachers to give pupils sufficiently detailed feedback and advice about their work.
- The school has made good use of the extra funding it receives to improve the achievement of disadvantaged pupils. By employing, for example, additional staff to teach small groups of pupils, leaders have enabled these pupils to close gaps between their attainment and that of other pupils. They have also helped families to meet the costs of school trips and other activities which have enhanced these pupils' personal development. This shows the school's successful commitment to promoting equality of opportunity and to tackling discrimination.
- The trust makes sure that the school operates on a firm financial footing. It has also helped leaders to establish partnerships with a range of organisations, including local businesses and educational charities. This has enabled the school and its pupils to benefit from extra resources, especially for information and communication technology (ICT).
- The school has put in a place a broad and balanced curriculum which is well adapted to enable pupils with different ability levels, including disabled pupils and those with special educational needs, to achieve well.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils take part in a wide range of out-of-school activities which help broaden their horizons. They are able to learn about the different cultures and traditions represented in the United Kingdom and the world beyond. This ensures that pupils are well prepared for life in modern Britain and that they understand the fundamental values of respect for others and their different views.
- The school has used imaginatively, and to very good effect, the additional funding it has been given by the government to promote pupils' participation in sport and physical education. This has included providing additional playground activities, as well as enabling pupils to benefit from the expertise and facilities of local professional sports clubs. As a result, pupils' participation rates in school sport, including competitive events, have risen, and pupils' social and teamworking skills have increased.
- The breakfast club, which caters for a large and increasing number of the school's pupils, provides pupils with a secure environment, interesting activities and helps them to make a positive start to the school day.
- School leaders are keen to seek parents' views about their children's education, and have increased parents' participation in school events. Most of the parents who responded to the Ofsted survey, and those who spoke to the inspectors, express positive views about the school's performance and the improvements from which their children are benefiting.
- **The governance of the school:**
 - Members of the governing body bring a good range of experience and expertise to their roles, and share school leaders' ambition for the school. Their awareness of how well pupils are achieving compared with those in other schools helps them to set leaders demanding but realistic targets for improvement. Governors' careful scrutiny of the reports they receive from school leaders ensures that they know how good teaching is. They understand and fully support what school leaders have done to raise the quality of teaching and to tackle any weaknesses. They also know what has been done to ensure that any pay increases are closely related to teachers' success in raising pupils' achievement. Governors have made sure that the school's policies and procedures for safeguarding pupils are regularly reviewed, are fit for purpose and meet government requirements.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- Pupils know why it is important to behave well. They are respectful to their teachers and most comply promptly with their instructions and requests. This enables lessons to proceed smoothly. Pupils' eagerness to respond to teachers' questions and to take part in classroom discussions shows that they are keen to learn.
- Pupils report that behaviour in lessons is usually good, and that disruption, which is uncommon, is dealt with effectively by teachers. When behaviour in class is less good, this is often because teachers have not made sure that pupils are working as hard as they could.
- Pupils' pride in their work is shown by the care they take with its presentation, and in their enthusiasm in celebrating each other's achievements in assemblies.
- Pupils treat each other with consideration in the playground, and are appreciative of the new outdoor equipment and of the increased opportunities to take part in sports and games.
- The school has succeeded in significantly improving the attitudes of the small minority of pupils whose behaviour has caused serious concern. This has led to a large decrease in the number of exclusions.
- Pupils, staff and parents all say that behaviour has improved considerably since the new school opened.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school, and their parents, as well as teachers, agree that this is the case. Pupils learn to keep themselves safe when, for example, using the internet. Leaders make sure that the school's premises are secure and that equipment is properly maintained so that it is safe for pupils to use.
- The school's records confirm pupils' view that bullying, although it happens occasionally, is dealt with promptly and effectively. Pupils have a good understanding of the different types of bullying which can occur.
- The school has worked hard and successfully to improve the attendance of those pupils whose absences have been a barrier to their learning.
- A very large majority of those parents who responded to Parent View, and all those who completed the school's most recent surveys, agreed that the school looks after their children well.

The quality of teaching is good

- Teachers establish good working relations with pupils. They have a good understanding of what pupils are capable of, are keen for them to do well, and make their expectations clear to them in terms of both work and behaviour.
- Teachers have a secure understanding of the different subjects they teach. This ensures that they can explain topics and activities so that pupils learn facts, topics and techniques accurately and in enough depth.
- Teachers help pupils to develop a love of books and give them very regular opportunities to practise their reading skills. Pupils who found reading difficult commented on how much teachers and other adults have helped them, so that they now enjoy reading.
- In Reception and Key Stage 1, teachers make sure that pupils gain a good grasp of phonics (the links between letters and sounds), which enables them to pronounce and to write words correctly. As they move up the school, teachers ensure that pupils are able to write increasingly clearly, confidently and accurately.
- Teachers make sure that pupils gain a good grounding in mathematical processes so that they can use them effectively to solve problems. Teachers encourage pupils to reflect on how they have reached solutions, so that they can learn from any mistakes they have made.
- Teachers provide pupils with work which is well suited to the needs of different groups, including disabled pupils and those with special educational needs. They use questioning well to establish that pupils understand the tasks they have been given and to correct misunderstandings. Teachers do not always, however, check on pupils' progress in sufficient depth during lessons in order to make sure that they are working as hard as they can and to good effect. This means that teachers are not always able to adapt

activities if pupils have not responded to them as planned.

- Teachers mark pupils' work accurately and at regular intervals. They encourage pupils to try their hardest and make sure pupils' efforts are acknowledged. Teachers' comments on pupils' work are not always detailed or precise enough to enable pupils to build on their successes and understand the next steps to take to improve their work.
- Most parents agree that their children are well taught and that they make good progress.

The achievement of pupils is good

- Pupils from different backgrounds, as well as the small minority who speak English as an additional language, make good progress from their often low starting points.
- Pupils of different age groups and with different abilities achieve well in English and mathematics, and in a range of other subjects, such as science and technology, including ICT. The proportion of pupils who reach the expected standard for their age in reading, writing, and mathematics by the end of Key Stage 2 is increasing. Together with the social and communication skills which they develop, this shows that pupils are well prepared for the next stage of their education.
- Teachers make sure that the most-able pupils benefit from work which stretches them, enabling them to make good progress. This is evident from current pupils' work, as well as from the rising proportion of pupils who are reaching above-average levels of attainment.
- School staff work closely together, and with outside professionals when appropriate, to gain an accurate picture of the abilities of disabled pupils and those with special educational needs. This enables staff, working closely with teaching assistants, to help these pupils develop in self-confidence and overcome the barriers they face. For many, this includes specific language, speech and communication difficulties. The good progress made by disabled pupils and those with special educational needs indicates the school's success in ensuring that they achieve at least as well as other pupils.
- Disadvantaged pupils benefit considerably from the extra help they are given and, as a result, achieve well. In mathematics, reading and writing in the 2014 national tests, the attainment of disadvantaged pupils was just over a term behind that of other pupils in the school. It was five terms behind that of other pupils nationally. The progress made by these pupils was slower than that made by other pupils nationally. Pupils' work and the school's own accurate records of current pupils' attainment, however, show that disadvantaged pupils are now making faster progress. As a result, gaps between their attainment and that of other pupils in this school and of other pupils nationally, and their progress, are narrowing.
- The quality of pupils' work indicates good learning over time. Pupils' achievement is not yet outstanding because the standards they reach show that they are not yet making consistently fast and sustained progress.

The early years provision is good

- Children join the Reception classes with levels of knowledge and skills which are often significantly below those typical for their age. They make good progress, so that by the end of the year, an increasingly high proportion are reaching good levels in each area of learning and development. This includes disadvantaged children, disabled children, those with special educational needs and the small number of children who are learning to speak English as an additional language. This means that they are making up any lost ground and are well prepared to start Key Stage 1.
- Children develop their reading, writing and communication skills well because adults model sounds, letters and words accurately for them. Teachers give children plenty of opportunities to practise reading and writing, and encourage them to talk about what they are doing. As a result, their accuracy and their confidence improve over time. Teachers promote children's mathematical skills as well as their physical development by, for example, enabling them to measure the distance travelled by balls they have thrown.
- Teachers make effective use of their observations of children at work and their assessment of their progress, as well as the information they gain from parents about children's interests. This enables them to plan activities which stimulate their interest and encourage them to learn. Children learn to share and show consideration when working with others. Early years leaders recognise, however, that not all activities give children enough chances to learn for themselves, without relying on help from adults.
- Children are kept secure, feel safe and behave well in the Reception class. Adults make their expectations of behaviour clear to children and ensure that they understand and follow well-established routines. As a result, children learn to listen when others are talking, and to behave sensibly and safely, for example when using tools to dig for 'dinosaurs'.

- The leadership and management of the early years provision are good. Leaders have a good understanding of the quality of the provision and what needs to be done to make it even better. Their appreciation of the needs of children in this age group has enabled them to provide good-quality resources, both indoors and in the well-equipped outdoor area.
- Parents who spoke to the inspectors said they were pleased with the progress their children were making, and the ways in which the school looks after them and encourages them to learn.

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	139677
Local authority	Brighton and Hove
Inspection number	450284

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	The governing body
Chair	Stephen Dawson
Headteacher	David Williams
Date of previous school inspection	Not previously inspected
Telephone number	01273 681377
Fax number	01273 689804
Email address	general@whitehawkacademy.ccb.ac.uk

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 2015

