

Monkseaton High School

Seatonville Road, Whitley Bay, Tyne and Wear NE25 9EQ

Inspection dates 23–24 February 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils make substantial and sustained progress across different subjects and year groups.
- Pupils who are disadvantaged and pupils who have special educational needs or disability make outstanding progress. Their progress at least matches that of other pupils nationally.
- Leadership and management are outstanding. The headteacher and senior team have created a culture in which pupils and staff excel. Strong core values centred on equality of opportunity are universally shared across the staff.
- The headteacher has been instrumental in fostering a positive culture, through her consistently high expectations and committed support for staff and pupils.
- The quality of teaching, learning and assessment is outstanding. Small class sizes ensure pupils receive a high degree of personal attention and detailed feedback on how to improve.
- Pupils' behaviour is excellent. They take personal responsibility for their actions. They take part enthusiastically in lessons and show respect and tolerance for one another. The climate around the school is very calm and supportive.
- The school's work to keep pupils safe is excellent. Staff are highly vigilant and ensure all pupils receive the individual care and support to help them thrive.
- Attendance levels are improving rapidly and punctuality to lessons is impeccable. Attendance for the current academic year is above the national average.
- The school's curriculum is well balanced to meet the needs and interests of pupils. Pupils that enter the school with lower levels of literacy receive strong support that helps them to catch up rapidly.
- Pupils' personal, social, health and economic awareness is developed strongly. In addition, pupils have an excellent understanding of topical issues because they have regular opportunities to discuss and debate issues in the news.
- 16–19 study programmes are good and improving. Programmes are well designed and all learners progress to appropriate further education, employment or training.
- Governors have played a significant role in the school's rapid improvement. Their regular scrutiny of key performance indicators has held leaders to account very effectively.

Full report

What does the school need to do to improve further?

- Improve outcomes on 16–19 study programmes, by:
 - ensuring the quality of marking and feedback is as rigorous in the sixth form as it is in other year groups
 - having higher expectation of learners in how they present and organise their work
 - checking on the progress of each learner carefully and ensuring extra support to help learners catch up is fully effective
 - improving the proportion of learners that successfully resit GCSE mathematics and attain a GCSE grade C or better.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher provides excellent leadership. She has created a school in which the core values of equality, inclusion, opportunity and achievement flourish. Her high expectations, coupled with her strong support for staff and pupils, mean morale is very high. Because the school is small, every pupil is well known as an individual and every effort is made to address their needs.
- The school has improved rapidly since the last inspection. Outcomes for pupils rose sharply in 2015 and pupils currently in the school are making strong and sustained progress across different subjects and year groups. The school has secured rapid improvement for all groups of learners. In particular, the highly effective use of the pupil premium (additional government funding for those known to be eligible for free school meals and those looked after by the local authority) has rapidly narrowed gaps in attainment within the school. Disadvantaged pupils make similar progress to other pupils in the school and attain as highly as other pupils nationally.
- The leadership of teaching is a strength of the school. Teachers enjoy their work and are confident to take risks and to experiment to develop their practice further. They regularly reflect on and debate how they teach and there are many opportunities for them to share their ideas with one another.
- Leaders have improved the systems they use to manage the performance of teachers. Teachers feel actively involved in their own learning and development and are highly complimentary of the support they receive. Nevertheless, senior leaders and governors monitor teachers' performance carefully and take decisive action if their high standards are not met.
- Leaders and managers rigorously check on the school's effectiveness and have regularly opened the school up to the external scrutiny of the local authority. Middle leaders contribute significantly to the checks made on the quality of teaching and pupil progress. Analysis and self-reflection are strong features of their work. Strategically, leaders make extremely effective use of performance information to target their efforts. Over the last two years, they have systematically identified and addressed areas, such as attendance, where outcomes for pupils were weaker.
- The curriculum has been developed further since the last inspection to reflect the higher aspirations of leaders and governors. Programmes at Key Stage 4 and in the sixth form are well designed to support pupils into higher education, employment or training. While the curriculum is now predominantly academic, some work-related courses have been retained to meet pupils' particular interests and abilities.
- The outstanding provision for pupils' social, moral, spiritual and cultural development is a strength of the school. The curriculum provides rich opportunities for pupils to debate and discuss topical issues and develop personal values. Pupils talk maturely and in a well-informed way about British values, rights and responsibilities and how to keep themselves safe.
- The school's caring culture, strong relationships and promotion of the values of tolerance and respect run through everything that happens. Derogatory language or discriminatory behaviour is not tolerated. Leaders have ensured all staff have been trained to recognise the signs of radicalisation and extremism. Learners in the sixth form told inspectors that they also feel confident to recognise the signs of extremist behaviour among their peers and would take prompt action to report it.
- **The governance of the school**
 - The governance of the school is outstanding. The highly experienced Chair of the Governing Body has played a significant role in the school's rapid improvement through her strong support and challenge to leaders. For example, the challenge to leaders to improve attendance has had a positive impact, with overall attendance levels improving considerably this year.
 - Governors are actively involved in decisions about teachers' performance and pay progression. They hold leaders tightly accountable for the support they provide to any teacher that is not meeting expectations. Where leaders and governors have needed to act, they have taken steps to deal decisively with teaching that was not good enough.
 - Governors have a very strong understanding of assessment and attendance information. They attend training regularly to keep their knowledge of national developments up to date. They scrutinise data on pupils' progress at every assessment point across the year and ask probing questions of leaders where they identify any underperformance.
 - Financial management for the school is sound. Governors are working closely with the local authority to manage a deficit budget caused by a sharp fall in pupil numbers.

- Governors ensure they carry out their statutory duties effectively, including those relating to the safeguarding of pupils.
- The arrangements for safeguarding are effective. Checks made on staff are rigorous and meticulously recorded. There is a culture of vigilance and care that pervades the school. Staff are all trained appropriately in child protection and know what steps to take to protect pupils if they identify any concerns. Pupils trust members of staff implicitly because relationships within the school are so strong.

Quality of teaching, learning and assessment is outstanding

- Teachers have high expectations, are enthusiastic and they enjoy teaching. The vast majority of lessons are engaging and capture pupils' interest. As a result, teaching leads to rapid progress over time.
- Because the school is small, teachers know every pupil particularly well. They know how well all pupils are doing and whether they are on track to achieve their targets. As a result, the work teachers provide is routinely adapted to meet pupils' particular needs.
- Pupils are taught in mixed-ability classes in all subjects, except mathematics. As a result of excellent training, teachers are highly skilled in ensuring the work they provide is tailored to challenge different levels of ability within each class. The work in pupils' books shows how the most-able pupils go into each topic more deeply and extend their level of understanding.
- Training and the professional development of teachers have a high profile in the school. Teachers meet to reflect on and debate how they teach every week. There are regular opportunities for teachers to share their ideas with one another. The more experienced teachers are highly supportive of their colleagues. Teachers regularly have opportunities to observe one another, as the school promotes an 'open-door' policy.
- Teachers mark pupils' work regularly and consistently in line with the school's policy. Pupils receive detailed feedback on what they have done well and what they need to improve. MAD (making a difference) time is provided when marked work is returned to pupils, so that they can read and respond to the teachers' comments. Pupils told inspectors that they find MAD time very helpful because they get the chance to address aspects of learning they didn't grasp first time, before moving on to new work.
- Teachers also focus effectively on spelling, punctuation and grammar. Pupils take real pride in their work and the vast majority of pupils present their work very well. In the sixth form, however, not all feedback from teachers is as effective, as some teachers do not expect the same level of care and pride in presentation. As a result, some learners' work is not as well organised and is less helpful to learners revising for examinations.
- Teachers are highly skilled at developing pupils' reading, writing and communication skills as well as their skills in mathematics across a range of subjects. Some excellent examples of extended writing were seen in GCSE Sports Studies, for example. Pupils that enter the school with lower levels of literacy receive high-quality help to improve their reading and writing.
- Teachers assess pupils' progress frequently across the year. This assessment information is analysed closely and highly effective support is provided for pupils who have fallen below their target. Parents receive regular reports across the year to inform them of their child's attendance and progress across the curriculum.
- Teachers set and mark homework regularly, in line with the school's policy. In some subjects, pupils get a choice of topics to research or questions to do, which encourages them to take a deeper interest in those subjects that appeal to them most.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils show highly positive attitudes and an enthusiasm for learning. They take part confidently in lessons and take pride in their work. They concentrate well in lessons and collaborate very effectively with one another. They are proud of their school and the very positive relationships they have with the staff. Pupils discuss and debate issues in a mature and considered manner, showing respect for one another's viewpoints.

- The school's ethos of 'no child left behind' ensures pupils' welfare is promoted exceptionally well. Staff are systematic and proactive in anticipating potential welfare issues and pursue any concerns doggedly. Pupils told inspectors that they have no real concerns about bullying and that it is extremely rare. They have every confidence in the staff to address bullying, should it occur.
- Pupils are extremely polite and respectful of one another and members of staff. The ethos of the school makes it clear that any derogatory language will not be tolerated. As a result, pupils abide by this expectation and told inspectors that they do not hear any homophobic or racist comments.
- The I-Learning curriculum is highly effective in developing pupils' understanding of how to stay safe. The well-developed topics include learning about the risks of alcohol, 'legal highs', drugs, eating disorders and aspects of mental health. Pupils are well aware of how to keep themselves safe when online. For example, the school recently worked with the police to deliver training on the 'journey of an image' to help pupils understand how their identity can be abused.
- Pupils receive outstanding careers advice and guidance. All pupils receive a one-to-one interview with members of staff and an external careers adviser to support them at each transition point. As a result, pupils are very well informed about the options open to them. All pupils in Year 10 and Year 12 undertake work experience. High-quality guidance ensures pupils are well prepared for the next stage of their education, employment or training.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons and around the school is exemplary because they know how to regulate their own behaviour effectively. Pupils mix happily and are respectful and considerate of one another at social times. In lessons, they are polite and cooperate extremely well with one another because teachers manage behaviour and consider seating plans very carefully.
- Pupils are punctual to lessons and arrive with the right equipment. There is no litter around the school site. Pupils wear the uniform in line with the requirements of the school's policy.
- The overall level of attendance has improved over the last year because of the focused actions of leaders. So far this year, overall attendance has improved by 2% and the attendance of disadvantaged pupils has improved by 3%. These improvements mean attendance is now above the national average for secondary schools. Pupils are consistently punctual, both in the morning and for lessons during the day.
- The few pupils who attend alternative provision for part or all of their week benefit from programmes that are well suited to their individual needs and interests. As a result, their attendance is good.

Outcomes for pupils

are outstanding

- Since the previous inspection, outcomes for pupils have improved considerably across a broad range of subjects. Pupils typically enter the school in Year 9 with levels of attainment that are significantly below the national average in English and mathematics. They make rapid and sustained progress across different subjects and year groups. In 2015, the proportion of pupils that attained five or more GCSE A* to C grades including English and mathematics was 4% above the national average. The progress of almost all groups of pupils was significantly better than that seen nationally.
- Pupils of different abilities currently in the school are making outstanding progress, as shown by the work in their books. They are interested and keen learners who respond well to the activities and challenges provided by their teachers. The most-able pupils currently in the school are making better progress than last year because leaders have required teachers to challenge this group more explicitly. Lower-attaining pupils and those who have special educational needs or disability are making outstanding progress because of the highly tailored teaching they receive across the curriculum.
- The proportion of disadvantaged pupils that made expected or better progress in English and mathematics in 2015 was well above the national average. The attainment of disadvantaged pupils was 20% above that of similar pupils nationally, and the gap between their achievement and the achievement of other pupils in the school was smaller than the gap nationally. There has been an improving trend in their attainment over recent years as a result of teachers' consistently high expectations. The work in the books of disadvantaged pupils currently in the school shows that they too are making outstanding progress.

- Looked after children in the school receive exceptionally good support. Their progress is tracked rigorously and every effort is made to address any barriers to their progress. Leaders hold extremely high expectations for these pupils and work effectively with the local authority Virtual Headteacher to coordinate support. So far this year, no looked after child has had a day off school. All looked after children in Key Stage 4 are making at least expected progress in English and mathematics and those looked after learners in the sixth form are in the process of completing university applications.
- The few pupils that attend the student support centre or attend alternative provision receive highly effective teaching and support. The school has robust systems in place to check on their attendance and progress. As a result, these pupils make good progress and attain relevant qualifications.
- In recent years, pupils have moved on to appropriate further education, employment or training at the end of Key Stage 4 and at the end of their 16–19 study programme. This is the result of excellent careers support and guidance that ensures pupils know early what qualifications they require in order to pursue their chosen pathway.
- The school promotes reading strongly and the vast majority of pupils read widely and often.

16 to 19 study programmes

are good

- Achievement in the sixth form is good and improving. Overall, learners make broadly average progress across different subjects and attain standards similar to those seen nationally. The school meets the minimum standards for 16–19 study programmes.
- The work in learners' books and folders indicates that they are making good progress across different subjects. The school's most recent tracking information and the results of mock examinations indicate that learners in the current Year 13 are on course to attain higher standards at A level in 2016.
- Leaders of the sixth form are highly aspirational. They have reviewed past examination results carefully and used their analysis to inform their actions. As a result, they have refined aspects of the study programmes they provide. For example, they have improved the support for learners who enter the sixth form without a GCSE grade C or better in English or mathematics. As a result, the proportion of pupils successfully resitting these subjects has risen, particularly in English, where two thirds of learners improved their GCSE grade.
- The quality of teaching in the sixth form is good. As many classes have relatively small numbers, teaching is highly personalised and typified by positive relationships. Learners have good one-to-one reviews with teachers and some receive additional support to help them fill gaps in their knowledge. However, the quality of marking and feedback learners receive is sometimes not as thorough and helpful as that seen lower down the school. In addition, some teachers are less exacting of learners about the quality of their presentation and organisation of work.
- The proportion of pupils that stay on from Year 12 into Year 13 has improved significantly this year because the quality of information, advice and guidance has been strengthened.
- The behaviour and conduct of learners is excellent. They act as good role models for younger pupils.
- There are many well-planned enrichment opportunities for learners to develop wider experiences and leadership skills. All learners undertake an appropriate work experience in Year 12 and many participate in sporting and musical activities. Learners play an active role in leading the school council and contribute significantly to charitable fundraising. One learner is currently the elected young mayor for North Tyneside.
- The planning of study programmes is a strength. Great efforts are made to ensure learners have a clear view of future career pathways and know precisely what grades are required for them to progress to the next stage of their education, employment or training. Many learners undertake an extended project linked to their chosen career destination that helps to prepare them effectively for university interviews.
- Those learners that join the sixth form through the football academy make good progress. Many of them go on to attain scholarships at universities in the United States and some progress to become professional footballers. From next September, the school will extend the football academy for pupils to enter from Year 9.

School details

Unique reference number	108642
Local authority	North Tyneside
Inspection number	10002084

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

Type of school	Secondary
School category	Maintained
Age range of pupils	13–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	478
Of which, number on roll in 16 to 19 study programmes	174
Appropriate authority	The governing body
Chair	Anne Welsh
Headteacher	Tracy Crowder
Telephone number	0191 297 9700
Website	www.monkseaton.org.uk
Email address	office@monkseaton.org.uk
Date of previous inspection	9–10 October 2013

Information about this school

- The school is smaller than the average-sized secondary school. The number of pupils on roll has fallen considerably since the school was last inspected.
- Most pupils are White British. Few pupils are from minority ethnic groups or speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional government funding provided for pupils known to be eligible for free school meals or who are looked after.
- The proportion of pupils who have a special educational need or disability is below average.
- The school has a resource base for pupils between 13 and 18 years of age who have physical disabilities. Currently, only one pupil attends the resource base.
- A few pupils in Years 10 and 11 access alternative provision at PALS and Moorbridge PRU.
- The school has a student support centre run in conjunction with other local schools which caters for pupils at risk of exclusion.
- The school meets the government's current floor targets, which are the minimum expectations for pupils' attainment and progress at Key Stage 4.
- The school runs a football academy.

Information about this inspection

- Inspectors observed 32 part lessons, of which a number were undertaken jointly with senior leaders. During lesson observations, inspectors sampled pupils' books and talked to pupils in order to evaluate the quality of current work. Inspectors also attended tutorial time and undertook a number of shorter visits to lessons to gauge the climate for learning and pupils' behaviour.
- Inspectors scrutinised in detail a sample of pupils' English, mathematics and science books. In addition, inspectors scrutinised sixth form books and folders from a wide range of subjects.
- Inspectors observed pupils' behaviour during break and lunchtimes and during the transitions between lessons.
- Meetings were held with the headteacher and other senior leaders, a group of middle leaders, a group of teachers, pupils and learners in the sixth form, the Chair of the Governing Body and three other governors. In addition, inspectors met with a representative of the local authority.
- Inspectors visited the student support centre.
- Inspectors scrutinised a range of documents including school policies, assessment information, records of checks on the quality of teaching, the school's own self-evaluation and its plans for improvement. The minutes of governing body meetings and a range of safeguarding information were also scrutinised.
- Inspectors took account of the 25 responses to Ofsted's online questionnaire, Parent View, and of the school's own surveys of parents' opinions.

Inspection team

Chris Smith, lead inspector	Her Majesty's Inspector
Lynne Selkirk	Ofsted Inspector
Jennifer Cave	Ofsted Inspector
Janice Gorch	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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.gov.uk/government/organisations/ofsted.

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, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2016

The Ofsted logo, consisting of the word 'Ofsted' in a bold, sans-serif font, with three stylized human figures above the 'd'.