

# Inspection of Co-op Academy Bebington

Higher Bebington Road, Bebington, Wirral CH63 2PS

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Inspection dates: 18 and 19 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

At Co-op Academy Bebington, pupils, and students in the sixth form, thrive. They know that leaders and teachers have high expectations of them and they rise to meet them. Academically, all pupils, including those with special educational needs and/or disabilities (SEND), benefit from an ambitious and carefully designed curriculum. This gives them the depth of knowledge that they need to succeed in their future choices. They achieve well.

In this welcoming community, pupils are kind and tolerant towards each other. They are clear that the school is a place where everyone is free to be themselves. Discriminatory behaviour or bullying is never tolerated. Pupils know that they can talk to staff and that they will be listened to. They feel safe and happy.

Pupils uphold the high standards for behaviour that leaders set. Older pupils said that behaviour had improved dramatically during their time at the school. During social times, and in lessons, the atmosphere is calm and purposeful. Pupils learn with enthusiasm and without disruption.

Leaders' high aspirations for pupils are reflected in the range of opportunities that they prioritise for pupils to develop themselves widely. For example, leadership programmes encourage pupils to understand responsibility and develop their confidence. The on-site farm is used to develop pupils' social and emotional skills while caring for animals.

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

Governors and leaders share an ambitious vision for the school. This is reflected in the wide-ranging curriculum that they have constructed. It meets the needs of all pupils and students in the sixth form, including those with SEND. Leaders have made sure that pupils experience a breadth of subjects in key stage 3. In key stage 4 and key stage 5, pupils opt to study a range of academic and vocational subjects that provide challenge and meet their needs and interests. Leaders have put into place measures to encourage an increasing number of pupils to study the English Baccalaureate suite of subjects.

Subject leaders have precisely identified the rich knowledge that pupils will learn and the order in which it will be taught. This helps pupils to develop a deep understanding of subject-specific information. Pupils are able to build on what they already know so that they can understand more difficult concepts. Teachers have strong subject knowledge. This expertise is used well to deliver the curriculum. Teachers select appropriate activities that help pupils to apply their knowledge in context and deepen their understanding of complex ideas. Pupils produce high-quality work. They learn well.

Leaders have successfully refined their strategies for assessment and linked them to the strong curriculum design. This means that teachers are clear about how well

pupils are learning the essential knowledge in the curriculum and can identify where there are weaknesses. In advance of learning, teachers identify and are alert to pupils' common misconceptions. Following a series of lessons, teachers consistently use assessment effectively to identify and address gaps in pupils' learning. As such, most pupils are supported to embed their knowledge well over time. They are able to remember and recall it fluently.

Leaders have effective systems in place to identify and support pupils who are behind in their reading knowledge. Leaders are continually refining their approaches to ensure that the help that pupils receive is targeted specifically to their reading needs. This includes the teaching of phonics. This helps pupils to catch up with their peers and access the curriculum.

In the specially resourced provision for pupils with SEND (specially resourced provision), leaders and teachers adeptly support pupils with SEND to access the same ambitious curriculum as their peers. Appropriate adaptations are made to how the curriculum is taught and to the types of qualifications that they access. The curriculum is carefully thought out to ensure that these pupils receive the specialist support that they need to access positive next steps in their education, employment or training.

In the recent past, leaders have made significant improvements to their provision for pupils with SEND across the school. In all key stages, pupils with SEND are identified quickly and effectively. Teachers receive helpful information about the needs of pupils with SEND. However, some teachers do not use this information as well as they could to adapt the delivery of the curriculum for these pupils. In some lessons, this prevents pupils with SEND from achieving as highly as they could.

Pupils treat each other with respect and kindness. They have been involved in creating the school routines and rules for behaviour and they play an active part in upholding them. In lessons, they concentrate on their learning without distractions. They enjoy strong relationships with their teachers. Overall, leaders have taken steps to positively improve the attendance rates of pupils following the pandemic. However, a small number of pupils, many of whom are disadvantaged, do not attend school regularly enough. This means they do not get to benefit from all that the curriculum has to offer or achieve as highly as they should.

Leaders and governors place a strong emphasis on pupils' personal development. This is promoted through a range of lessons, assemblies and ongoing projects, where pupils learn how to be tolerant, confident and respectful. They can take part in cultural experiences and trips abroad, such as the recent visit to Iceland. Live events encourage and celebrate the musical and performance talents of many pupils. In addition, leaders focus on building pupils' confidence in important life skills, for example by providing intensive swimming lessons.

A comprehensive programme of careers information, advice and guidance is implemented effectively for all pupils. This includes work experience during key stage 4 and key stage 5. Combined with appropriate courses, this encourages pupils

to have high aspirations for their future. Almost all pupils, and students in the sixth form, progress to positive destinations when they leave the school.

Trustees and governors share leaders' clear vision for the school. Together, trustees and governors have provided effective challenge and support to secure ongoing improvements to the quality of education for pupils. Staff feel well supported by leaders and they are proud to work at the school. They appreciate leaders' efforts to reduce their workload and look after their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance and care. Staff receive regular and helpful training so that they are alert to the specific signs to look out for if pupils are at risk of harm. Concerns are reported and acted upon swiftly.

Leaders work effectively with a range of external agencies to provide expert help for vulnerable pupils and their families. In addition, leaders work with partner organisations to talk to young people about the dangers they may face in modern society, such as gang crime and drugs. Through the curriculum, pupils and students learn about online safety and healthy relationships.

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

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

- Some staff do not use the information that they have about pupils with SEND to adapt the delivery of the curriculum as well as they should. This hampers how well some pupils with SEND learn. Leaders should ensure all that staff use the information that they have about pupils with SEND effectively so that the delivery of the curriculum fully meets the needs of these pupils.
- A minority of disadvantaged pupils do not attend school often enough. This means they miss out on important learning. Leaders should ensure that they further improve the attendance of these pupils so that they can fully experience the curriculum and achieve well.

## **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 information from Ofsted Parent View 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.

## 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>	146315
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10267829
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,118
<b>Of which, number on roll in the sixth form</b>	98
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Russell Gill
<b>Headteacher</b>	Catherine Kelly
<b>Website</b>	<a href="http://bebington.coopacademies.co.uk">bebington.coopacademies.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- School leaders use one registered alternative provision and four unregistered alternative provisions for a small number of pupils.
- The school hosts a local authority-commissioned specially resourced provision for pupils with moderate learning difficulties. There is provision for 30 pupils. There are currently 30 pupils on roll.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education

Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and a range of staff.
- The lead inspector met with representatives of the academy governing council, including the chair. She also met with the regional director and chief executive officer of Co-op Academies Trust.
- The lead inspector gained the views of a representative from the local authority.
- Inspectors carried out deep dives in English, mathematics, science, history and physical education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also spoke with other subject leaders about the curriculum in other subjects.
- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View. This included the free-text comments. Inspectors also spoke to some parents on the telephone during the inspection.
- Inspectors considered the responses to Ofsted's online survey for staff. The inspector also spoke with staff to discuss the support they receive from leaders.
- Inspectors spoke with a range of pupils and students in the sixth form about school life. Inspectors observed pupils' behaviour and spoke to pupils at social times.
- Inspectors viewed a range of documentation about safeguarding and spoke with staff to understand how they keep children safe. An inspector checked the arrangements for those pupils who attend alternative provision.

## Inspection team

Amanda Downing, lead inspector	His Majesty's Inspector
Andy Burton	Ofsted Inspector
David Woodhouse	Ofsted Inspector
Scott Maclean	Ofsted Inspector
David Roberts	Ofsted Inspector

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