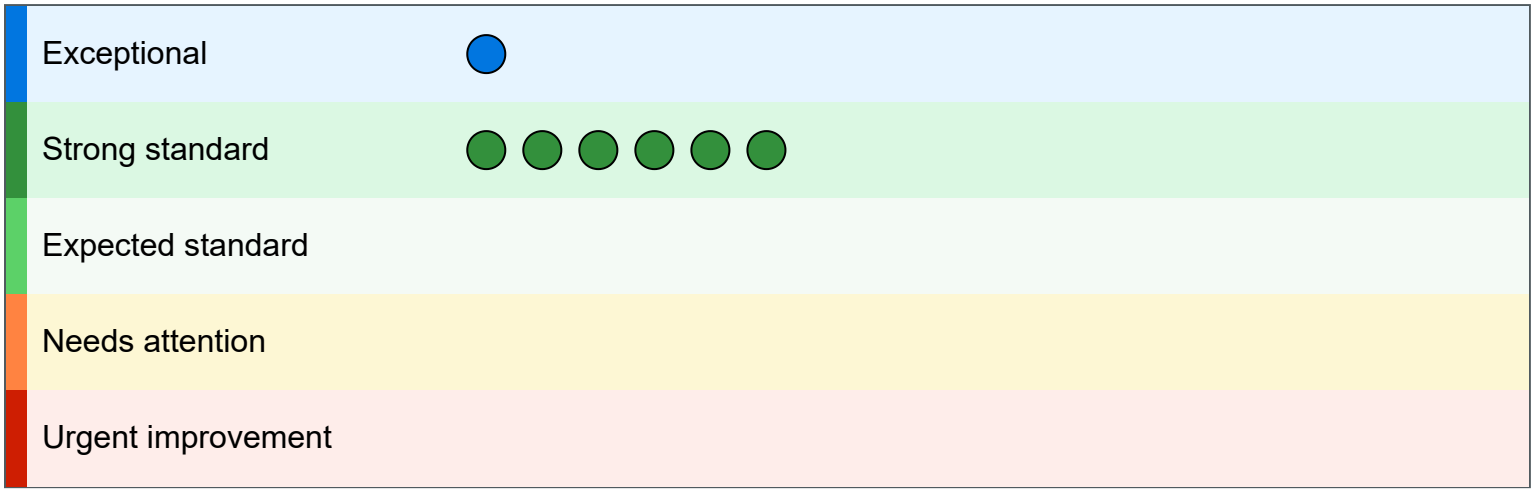
Dane Court Grammar School

Address: Broadstairs Road, Broadstairs, Kent, CT10 2RT

Unique reference number (URN): 136585

Inspection report: 13 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Post-16 provision **Exceptional**

A highly ambitious and broad offer is curated carefully by leaders to support the exceptional development of students in the sixth form at this school. Students study an impressive breadth of subjects, are taught expertly, and achieve exceptionally well. This is the case for all students, including those who have additional barriers to learning and wellbeing, who often achieve beyond that of their high-performing peers. These high levels of achievement have been sustained and are improving further over time.

Students engage with a wealth of well-considered opportunities to develop their aspirations and interests through an extra-curricular and a 'super-curricular' offer, supplementing a substantial careers programme. These include ‘lectures for the open minded’, which explore themes well beyond the very broad curriculum offer they already experience, alongside talks and workshops across a wealth of different and ambitious careers. Opportunities such as the ‘advanced dissection’ club and programmes to support students’ developing interests in medicine and law further broaden this offer. Students make substantive contributions to their school community and beyond. This includes acting as mentors and role models for younger pupils in the school, engaging in a range of leadership opportunities such as being part of the head student team, as well as wider community links such as engaging in a local biodiverse garden project.

Students are exceptionally well prepared for life beyond their school, evident not just in their examination achievements at the end of their courses, but also in the destinations they go on to. An impressive range of destinations, including increasing numbers studying at prestigious universities, reflects the degree to which high aspirations are well embedded and go hand in hand with the high levels of achievement. The degree to which students are well prepared for their next steps is genuinely exceptional, supporting all students, but especially those with additional barriers to learning and wellbeing, to achieve in exemplary ways and develop highly positive aspirations for their futures.

Strong standard

Achievement **Strong standard**

Pupils achieve especially well in this school, with outcomes in end-of-key-stage assessments consistently sitting above national averages, and this level of performance is sustained over time. This is the case across all groups of pupils, including those who have additional barriers to learning and wellbeing.

Astute teaching ensures that pupils develop an impressive breadth of knowledge across their subjects. This includes additional support for any components of foundational knowledge and skills that need further strengthening. Pupils can talk with assured confidence about their learning, making apt connections to learning that they have previously secured. This supports pupils to develop an impressive body of knowledge over time. As a result of this and the impressive support pupils receive for their wider

development, pupils are especially well prepared for their next steps in education, employment or training.

Attendance and behaviour

Strong standard

Pupils' behaviour is exemplary. High expectations permeate through the school, from staff and from pupils themselves. Pupils treat one another with respect and form positive and supportive relationships with staff and each other. Pupils trust that if bullying happens, they can report concerns and they will be dealt with swiftly. At social times, pupils conduct themselves with high levels of self-composure. For the very small number of pupils who need additional support to meet the expectations that staff have of them, this is swiftly put in place and highly effective. Classrooms are places of uninterrupted learning, where pupils are keen to engage and develop their knowledge.

Pupils also attend very well, with attendance rates across all groups of pupils sitting well above national averages. For the very small number of pupils where this has not been the case, the school takes effective action, meaning that their attendance shows a marked improvement over time. Leaders recognise the essential need to identify the barriers for positive attendance and work collaboratively with families to support them in being overcome. As a result of these approaches, attendance rates are high and this is maintained over time.

Curriculum and teaching

Strong standard

A highly ambitious curriculum is well planned and supports pupils to develop their knowledge and skills across a broad range of subjects. Leaders have an accurate understanding of the quality of teaching across the school, taking steps to strengthen provision and practice over time. For example, well-embedded strategies to support pupils' ability to think deeply and practice skills deliberately lead to secure and consistent learning experiences across the curriculum as a whole.

Pupils are taught expertly by staff with strong subject expertise. Staff know the needs of pupils well, meaning that they can make appropriate adaptations so that all pupils can access the curriculum effectively and accrue knowledge and skills in line with their peers.

Staff design tasks effectively to encourage pupils to think hard and develop increasing independence. Staff make adept checks on pupils' understanding, ensuring that the information coming from these checks is used to rapidly inform the next steps of the lesson.

Pupils are very well supported to develop the foundational skills and knowledge they need to access and succeed across the curriculum. For those who need additional support, appropriate steps are put in place.

Inclusion

Strong standard

Inclusive approaches are woven through leaders' vision and the practice of staff across the school. Pupils' needs are identified carefully, shared effectively and are well understood by staff. Effective training ensures that staff make appropriate adaptations to learning in

lessons, so that pupils can engage readily and achieve well. Central to this are teaching and learning strategies chosen by the school, which offer specific benefits for pupils with additional barriers to learning, but support all learners in the classroom. Consequently, leaders ensure that support for all is a central tenet of the consistently well-embedded approaches across the school.

The provision for pupils who face wider barriers to learning and wellbeing is a strength. Leaders have established a well-integrated pastoral system, underpinned by strong relationships with families and effective use of external agencies. Pupils feel very well supported and are confident in seeking help. Leaders are responsive in adapting their provision so that it supports pupils' changing needs. For example, where needed, more targeted approaches help improve pupils' emotional wellbeing and readiness to learn. This work is impactful and contributes to a highly positive and inclusive environment.

Additional funding, such as for those in receipt of the pupil premium, is allocated carefully, monitored precisely and evaluated thoroughly to ensure that pupils have the support they need to reduce barriers and help them thrive.

Leadership and governance

Strong standard 

Leaders at all levels across the school are unwavering in their ambition for all pupils to succeed and thrive. They ensure that all stakeholders are with them on the journey to make the school the best it can be. This includes ensuring staff have a shared understanding of the ongoing priorities for further strengthening their practice. Parents express very high levels of satisfaction with the school. They reference the 'incredible support' given, the inclusive values that are 'embedded in their ethos' and staff who 'really care about my child'.

Leaders have established refined systems to assure themselves of the quality of provision in their school. They monitor carefully so that they can ensure that the training and development of staff is having the impact they want it to. For example, work to embed highly effective features of teaching across lessons has reaped rewards, as these ensure lessons are taught at a consistently high level across subjects, supporting pupils to learn and achieve especially well.

Trust leaders are very knowledgeable and well informed about the school. They work skilfully with leaders to provide support and accountability as needed. Decisions are made with the best interests of pupils in mind, and this is especially the case for the most disadvantaged pupils.

Supported by the trust, staff benefit from opportunities to develop professionally and also contribute to the professional learning of others. Carefully mapped opportunities for ongoing professional development, tailored to role and experience level, mean that staff forge supportive professional connections with the other schools and leaders in their trust and use these to further support their own and other schools' improvement.

Personal development and wellbeing

Strong standard 

Leaders prioritise the wider development of pupils, recognising how these wider experiences go hand in hand with the high levels of academic achievement. The school cultivates

opportunities for pupils to develop in line with their values of being caring, open-minded and principled. A well-designed curriculum for personal, social, emotional, health and relationships education helps pupils to understand how to keep themselves safe and healthy, and the importance of values such as tolerance and respect. These lessons have a positive impact on pupils' knowledge, allowing them to gain a well-informed understanding of the world beyond their school gates. Pupils are supported to become increasingly confident, resilient and independent, empowered by their experiences in school to be very well prepared for life beyond it.

Opportunities for pupils to contribute to their school community are numerous. Leadership opportunities, including being part of the pupil leadership team and supporting younger peers as academic mentors, allow pupils to make meaningful contributions to their school community. A broad range of clubs and activities garner pupils' interests across a diverse breadth of areas. The take-up of these opportunities is high, and leaders ensure that the most disadvantaged pupils make good use of this offer. An impressive suite of activities supports the development of pupils' aspirations for when they leave the school. This includes a range of workshops, alumni and visiting speakers, which supplement the school's curriculum, as well as more tailored opportunities to explore their interests in a range of potential careers or areas of further study, for example through the school's tailored lecture programme.

Across the breadth of these opportunities, as well as the supportive pastoral culture in the school, a culture of aspiration and success is securely embedded. The impact of this culture is evident in the ongoing destinations that pupils aspire to. For example, increasingly high numbers secure places at their first-choice prestigious universities and explore careers such as law and medicine.

What it's like to be a pupil at this school

Pupils are proud to be members of Dane Court and understand the many and varied opportunities they benefit from as members of this school. Pupils feel safe and happy here, assured as they are that staff will support them as they need it. They know that if they have worries or concerns staff will listen and ensure that appropriate support is put in place rapidly. Here, older pupils act as role models for younger pupils in substantive and impactful ways. For example, sixth-form students act as mental health ambassadors and mentors for those studying their GCSEs, so as to pass on their own understanding and benefit their younger peers.

Leadership roles are embedded across the school, allowing pupils to take the lead in areas such as being members of the head student team. In this way, pupils know they make valuable contributions to their school community.

Pupils conduct themselves especially well, recognising how their day-to-day actions help make their school a positive and supportive place to learn and belong. Parents recognise that the school supports their children to 'feel part of a community', and 'brings the best out of every child' through teachers who are 'dedicated, encouraging and supportive'.

Pupils here know they are ably supported by staff who get to know them very well. They benefit from expert, engaging teaching, supporting them to achieve especially well. A highly inclusive ethos means that all pupils, including those who have additional barriers to learning and wellbeing, get the support they need to thrive both academically and personally.

Next steps

- Leaders, including the trust, should sustain the effectiveness of their work in all areas, refining and embedding their approaches to secure a transformational impact for all pupils.

About this inspection

This school is part of the Coastal Academies Trust (CAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kate Greig, and overseen by a board of trustees, chaired by Vicky Pottinger.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place on 13 and 14 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors who have previously served as HMIs.

Inspectors spoke with a range of leaders during the inspection, including the headteacher, head of school and a range of other senior and middle leaders. The lead inspector also held meetings with members of the trust board, including the chair, the CEO, the school improvement lead and the governance professional for the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school has been part of the Coastal Academies Trust (CAT) since April 2011. The school is run by the headteacher, Martin Jones, and a head of school, Sally Jellett, who has recently taken up this post. The headteacher of this school is also the executive headteacher of another secondary school within the same trust.

The school currently uses one registered alternative provision.

Headteacher: Martin Jones

Lead inspector:
Marian Feeley, His Majesty's Inspector

Team inspectors:
Louise Agley, Ofsted Inspector
Simon Graydon, His Majesty's Inspector
Michael Wilson, Ofsted Inspector
Dan Walton, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

1,152
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

1,154
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

20.36%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

0.52%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

11.55%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	92.8%	45.4%	Above
2023/24 (final)	93.6%	45.9%	Above
2022/23 (final)	93.5%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	65.3	46.1	Above
2023/24 (final)	68.6	45.9	Above
2022/23 (final)	69.2	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.69	-0.03	Above
2022/23 (final)	0.67	-0.03	Above
2021/22 (final)	0.27	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	82.9%	25.8%	Above
2023/24 (final)	93.1%	25.8%	Above
2022/23 (final)	87.0%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	57.5	34.9	Above
2023/24 (final)	63.2	34.6	Above
2022/23 (final)	63.7	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.53	-0.57	Above
2022/23 (final)	0.35	-0.57	Above
2021/22 (final)	-0.16	-0.55	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	82.9%	53.1%	29.8 pp
2023/24 (final)	93.1%	53.1%	40.0 pp
2022/23 (final)	87.0%	52.4%	34.5 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	57.5	50.4	7.1
2023/24 (final)	63.2	50.0	13.2
2022/23 (final)	63.7	50.3	13.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.53	0.16	0.37
2022/23 (final)	0.35	0.17	0.19
2021/22 (final)	-0.16	0.15	-0.31

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	96%	92%	Above
2022 leavers (revised)	99%	93%	Above
2021 leavers (revised)	99%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	S	35.00	S

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	S	0.0	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.8%	7.8%	Below
2024/25 (3 term)	6.3%	8.4%	Below
2023/24 (3 term)	6.9%	8.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	13.2%	21.5%	Below
2024/25 (3 term)	14.6%	23.4%	Below
2023/24 (3 term)	16.0%	25.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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