

Havelock Academy

Holyoake Road, Grimsby, DN32 8JH

Inspection dates 8–9 May 2013

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students do not achieve well throughout Key Stages 3 and 4. Achievement needs to improve because not enough students make good progress.
- The sixth form also needs to improve because students do not achieve well in Years 12 and 13 and make no better than expected progress.
- Throughout the academy, not enough teaching is good and it does not support good progress.
- The main reason for this is that information about the levels at which students work is not used sufficiently carefully to provide work that is an accurate match to their needs.
- Students do not consistently find out from the marking of their work how well they have done and how to make further progress. Many teachers do not regularly check that any advice they have given has been acted upon.
- Students do not have enough time to practise what they have learnt and to work some things out for themselves. This occurs, for example, when teachers talk for too long.
- Although the behaviour of many students is praiseworthy, a small number of students do not always behave well in lessons. Not all staff have high enough expectations of students' conduct nor use the behaviour policy in the same way.
- Leadership and management requires improvement. Faculty and subject leaders do not ensure that the information provided about students' progress is used by teachers to set work that helps students of all abilities to make at least good progress in their learning.

The school has the following strengths

- The Principal and senior team, supported by the governors, are leading the school strongly. As a result, teaching is improving.
- Students feel safe and get on well with each other in the nurturing and supportive ethos.
- The academy provides students with a range of opportunities to develop their personal and social skills.
- Students' spiritual, moral, social and cultural understanding is promoted increasingly well throughout the academy.

Information about this inspection

- The inspectors observed 37 lessons, including eight that were observed jointly with the headteacher or the deputy headteacher in charge of teaching and learning.
- The inspectors took into account the 24 responses to the on-line questionnaire (Parent View) and the information from 51 staff questionnaires, in conducting the inspection.
- Inspectors held meetings with four groups of students, senior, faculty and subject leaders, five members of the governing body and the chief executive of the David Ross Education Trust.
- The inspectors looked at a range of school documents. This included information about the progress of students of all abilities in each year group, records of checks on the quality of teaching, students' behaviour and attendance, and the policies to help safeguard them.

Inspection team

| | |
|---------------------------------|----------------------|
| Lynne Blakelock, Lead inspector | Additional Inspector |
| Steven Beverley | Additional Inspector |
| Paul Copping | Additional Inspector |
| Sally Lane | Additional Inspector |

Full report

Information about this school

- The academy is larger than the average sized secondary school.
- It is one of 14 academies, sponsored by the David Ross Education Trust. They work together to strengthen teaching and leadership.
- The proportion of students supported through the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families) is well above the national average.
- Most students are of White British heritage. The proportion of students who speak English as an additional language is well below the national average.
- The proportion of disabled students and those who have special educational needs supported at school action is well above the national average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The academy uses seven alternative places, the Western Study Centre, the South Park Enterprise College, Space, two local authority referral units, DKM and a motor project provider, to meet individual students' learning, behavioural and social needs.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The Principal took up his post in November 2012 and soon afterwards, the senior leadership team was widened.

What does the school need to do to improve further?

- Accelerate the rate of students' progress and raise standards throughout the school, by ensuring that teaching is at least consistently good, by making sure that:
 - teachers consistently use the information about students' performance to ensure that the work that they set is always an accurate match to the levels at which they work and enables them to make the best progress possible
 - marking is very frequent, consistently tells students what they have achieved, what to do to make further progress and teachers check that students have taken the advice given to them
 - students always have ample time to practise what they have learnt and to think things out for themselves in lessons
 - opportunities to strengthen students' literacy and numeracy skills are built in to lessons.
- Make sure that staff's expectations of students' behaviour in lessons are consistently high and that the behaviour policy is always used in the same way.
- Strengthen the impact of leadership and management on raising standards through faculty and subject leaders ensuring that information about students' progress is always used consistently in order to set work that accelerates the progress of all students.

Inspection judgements

The achievement of pupils

requires improvement

- Students' progress throughout the school and the sixth form is not quick enough because teaching is not regularly good.
- However, the school is improving. Although the proportion of students achieving five or more A* to C GCSE grades, including in English and mathematics, has been well below average in recent years, standards have risen the last two years and are set to rise further this year. For example, so far, 65% of students have already achieved at least a C grade in mathematics which is a significant improvement on previous years. Science standards are not showing a similar improvement, but the school knows the issues and is addressing the quality of teaching.
- Students join the academy with well below average levels on entry. The school's latest information, supported by evidence from observations of teaching and students' work, show that students are on track to make the progress expected of them through both key stages in English and mathematics.
- Not enough students reach higher levels at both Key Stage 3 and 4 or make better than expected progress because work is not planned carefully enough to enable them to develop the necessary skills and understanding.
- Girls have performed better than boys in GCSE examinations. However, the academy has acted swiftly to raise boys' performance and has narrowed the gap for current students through strategies such as extra support and teaching in boy only groups. The academy acknowledges that until teaching is good, it has to rely too much on intervention groups and after-school classes to raise standards.
- Pupil premium funding is allocated carefully to provide extra support for students in improving, in particular, their skills in reading and writing and to broaden their experiences. As a result, the gap between the scores of students known to be eligible for free school meals and those who are not, has narrowed to three terms in English and six terms in mathematics.
- Students who do not achieve the expected levels in English by the end of Key Stage 2, are being supported by 'catch-up' funding to improve their literacy skills, including reading. Received in February, it is too early to measure the impact of this.
- Although some students take the GCSE mathematics examination early, they are given opportunities to re-sit it although not enough students achieve the highest grades.
- A minority of students take vocational courses which do not significantly add to the academy's results. Those who learn off-site, due to taking specific courses or having behavioural issues, make the progress expected of them.
- Disabled students and those who have special educational needs, along with the small numbers who speak English as an additional language, make progress at a similar rate to other students.
- Students join Year 12 with below average standards. They make the progress expected of them through the sixth form. Most of the present Year 12 students are planning to go into Year 13. At the end of Year 13, most students go into further or higher education or employment.

The quality of teaching

requires improvement

- Too much teaching requires improvement, including in English, mathematics and science, and as a result, students do not make good progress over time.
- The main barrier to more rapid progress is that insufficient care is taken to provide work that matches accurately the levels at which different abilities of students are working. In some lessons, all students have the same work. This means that the work is too hard for some and too easy for others, particularly more-able students who are not moved on to challenging work that makes them think. Yet in a higher ability Year 7 mathematics group, the students made good progress because the pace of learning was brisk, the teacher's expectations were high and students were challenged accurately in the tasks they were given.

- Marking is infrequent in some lessons. It is, therefore, difficult for teachers to set work that they can be sure is a good match to students' levels. However, some marking, especially but not exclusively in English, tells students what they do well and provides very clear advice on how to improve. In the best lessons, teachers ensure that students act on their advice.
- A strong feature of lessons is the good relationships between most staff and students, which provides a positive environment to learning.
- In almost all lessons, teachers ensure that students understand the purpose of learning and regularly remind them of their goals.
- Increasingly, students are assessing their learning and that of other students in the class, which is encouraging them to think more carefully about the quality of their work. Not all students take enough pride in the presentation, layout and neatness of their work.
- Sixth-form students are given many opportunities to practise their independent learning skills, including through research and discussions, and group work extends their thinking. A greater proportion of teaching observed in the sixth form was good.
- In a number of lessons, such as physical education, students develop their literacy skills through subject specific vocabulary although, along with numeracy across the curriculum, it is a developing aspect.

The behaviour and safety of pupils

requires improvement

- Although many students always behave well, this is not the case for all. When teaching does not interest them, a few students distract others and behave immaturely in lessons. It slows down the pace of learning.
- Students say that behaviour is better than it was before the arrival of the new Principal. The school's evidence about the falling rate of exclusions supports this.
- Behaviour is good around the academy. The students get on well with each other and feel safe in the nurturing environment. Students of all ages speak confidently about a range of situations that can affect their safety, including the internet. They know that prejudice and discrimination exists towards different groups in society, such as homophobia. Parents agree that their children are safe and well cared for.
- There is little bullying, but the academy has a telephone helpline to ensure students can get confidential help.
- Students appreciate the range of opportunities to take responsibility, including through the house system and the academy council. The sixth form students play an active role in the academy, such as in helping younger students with their reading and contributing to academy fund-raising. Through these activities, and also through the curriculum, students' spiritual, moral, social and cultural development is increasingly promoted well.
- Attendance is average. Persistent absenteeism is below average, aided by good systems in place to promote students' more regular attendance.

The leadership and management

requires improvement

- Leaders and managers have not had sufficient impact on improving the quality of teaching. Consequently, students' progress is not quick enough throughout the academy and sixth form.
- However, the Principal, supported by the senior team, provides a very strong steer to the school. He leads an unrelenting drive to improve teaching and progress and has the highest expectations of his staff. Good systems have been established and have led to improvements in teaching, the rate of progress and behaviour.
- The academy knows that much is still to be done. It has the capacity to do this because far greater responsibility and accountability have been given to faculty heads and subject leaders, who are delivering improvements.
- There is a good structure for checking the academy's performance. All leaders assess teaching

and students' learning using the same systems and very regularly and communicate their findings to each other. Their checking of the quality of teaching has not identified the fact that tasks set to students does not build often enough on what they already know and understand. However, senior leaders did identify this in the joint observations, all of which fully matched the judgement of the inspectors.

- Training is available for all teachers, who support the opportunities to improve their practice and it is closely matched to individual teachers' needs. The academy makes good use of links with other academies in strengthening teaching and building-up leadership skills.
- The academy improvement plan mirrors its priorities to improve teaching, which form the basis of teachers' performance management targets. The process has been well planned but the academy knows that targets for teachers are not measureable enough. The governors do not agree to pay rises unless teachers have achieved their goals over a two year period.
- The head of sixth form/guidance manager is broadening the curriculum to better match students' needs and provides good guidance to students about the next stage of their education. The use of data in checking progress is developing.
- The curriculum throughout Years 7 to 11 enables students of all abilities and interests to develop a wide range of knowledge and skills. At Key Stage 4, levels and variety of courses cater appropriately for all groups of students. After-school activities and enrichment are strengths in the academy's provision because they support students' personal and social development as well as adding to their academic skills.
- The academy trust supports the school's determination to improve, including the appointment of the Principal and support for leadership. Parents also support the academy's efforts, with most attending parents' evenings.
- **The governance of the school:**
 - The governing body makes sure that the academy's safeguarding arrangements meet the statutory requirements, including for those students who are educated at other sites. The governors are given a great deal of information by the principal and they also find out much for themselves through lesson observations and meetings with a range of leaders. Consequently, they can challenge the academy's actions and its progress far more than they previously could and also assist in its continuing improvement. The governors are undertaking training to secure their understanding of what information is saying about students' achievement. They have a developing understanding of the impact of pupil premium funding on students' progress and understand how performance management works.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 135294 |
| Local authority | North East Lincolnshire |
| Inspection number | 408930 |

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

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| Type of school | Academy sponsor-led |
| School category | Non-maintained |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 1061 |
| Of which, number on roll in sixth form | 120 |
| Appropriate authority | The governing body |
| Chair | Bill Wood |
| Headteacher | Nigel Whittle |
| Date of previous school inspection | 20 January 2010 |
| Telephone number | 01472 602000 |
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