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22 July 2013

Mr Nigel Whittle  
Principal  
Havelock Academy  
Holyoake Road  
Grimsby  
DN32 8JH

Dear Mr Whittle

### **Requires improvement: monitoring inspection visit to Havelock Academy, North East Lincolnshire**

Following my visit to your academy on 18 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During the visit, meetings were held with you, other senior leaders, the Vice Chair and three other members of the Governing Body and the Chief Executive Officer (CEO) from the David Ross Education Trust (DRET) who are the sponsors of the academy. Two sixth form students took me around the academy. Various documents were evaluated including the academy's improvement plan and the most recent Principal's report to the governors.

### **Context**

Four middle leaders are seconded to the senior leadership team. Since the beginning of the year, 23% of teaching staff have left or will leave their posts at the end of August 2013. You have successfully recruited staff so that all vacant positions have been filled.

### **Main findings**

Throughout my visit, your drive and determination to make Havelock Academy good at its next inspection was apparent. You are supported by equally determined senior staff who

are rising to the challenge. Systems and protocols in place, designed to ensure accountability and consistency. Your data and conversations with students reflect improvements in behaviour and the more regular use of sanctions and rewards by all staff. Lesson observations and checking students' books are done frequently so that the correct training and support can be provided. This extends not only to those teachers judged to require improvement, but also to those who teach very strong lessons. Middle leaders are expected to review their departments and hold their staff to account for the progress made by students; some are more adept at this than others. This approach has not been welcomed by all staff and a large proportion has left or will leave by the end of term.

Academy records indicate that because of the hard work and support given to the current Year 11 students, results are likely to improve this year. Leaders have detailed information about all students; however, interpreting it correctly is less well developed by some leaders. Although the sixth form was mentioned during my visit, you agreed that work needs to take place rapidly so that provision improves and is appropriate for these students, who made up 10% of the total number at Havelock.

The academy's improvement plan is a detailed document but needs to be strengthened so that progress towards measurable milestones can be checked regularly. Members of the governing body have been on a steep learning curve as they start to understand about current education initiatives. Governors' benefit from training and links with other governing bodies, recognising the need for quick but sustainable improvements.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- ensure that all academy initiatives, for example those linked to the quality of teaching and how this impacts on student progress, are carried through into the sixth form
- sharpen the success criteria within the academy improvement plan and other departmental documents so that all staff and governors can measure if milestones have been reached
- make sure that all information about student progress can be interpreted appropriately and that it informs interventions and training where needed.

### **External support**

You have made links with a range of providers who are helping you to overcome issues linked particularly to the quality of teaching, checking students' progress and governance. This bespoke approach is ensuring that the correct training is provided, but as yet the impact of these links is not fully apparent. Nevertheless, together with support and challenge provided by the sponsors there is potential for identifying key issues successfully.

I am copying this letter to the Chair of the Governing Body and the CEO of DRET.

Yours sincerely

Marianne Young  
**Her Majesty's Inspector**