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6 February 2014

Ms Helen Cassady  
Havant Academy  
Wakefords Way  
Havant  
Hampshire  
PO9 5JD

Dear Ms Cassady

### **Special measures monitoring inspection of Havant Academy**

Following my visit with Joseph Skivington, Additional Inspector to your academy on 4 and 5 February, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the fifth monitoring inspection since the school became subject to special measures following the inspection which took place in July 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The academy is making reasonable progress towards the removal of special measures.

Having considered all the evidence I am of the opinion that the academy may appoint newly qualified teachers.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Hampshire and the Academies Advisors Unit at the Department for Education.

Yours sincerely

Diana Choulerton  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in July 2013**

- Improve the quality and effectiveness of teaching, by ensuring that:
  - teachers have consistently high expectations of what all students can achieve in lessons
  - staffing becomes stable and less reliance is placed upon temporary teachers
  - assessment data are used more consistently across all year groups, and particularly in Key Stage 3, to ensure that work is matched to the learning needs of all students, including the most able and those who find learning difficult
  - teachers in all subjects contribute to developing students' literacy and numeracy skills
  - questioning is used to provide challenge to students, so that they are able to think deeply and make more rapid gains in their knowledge and understanding
  - teachers check students' understanding of their work frequently during lessons to enable the teaching to be adjusted to meet the needs of all students
  - teachers mark students' work using a consistent approach, which clearly identifies specific areas for improvement and allows students to reflect on how they can make better progress.
- Raise achievement throughout the academy, so that standards are at least in line with national averages.
- Strengthen leadership at all levels, by ensuring that:
  - information about the progress of different groups is checked accurately across all subjects and used to assess the impact of teaching on improving students' progress
  - all senior and subject leaders hold all staff fully to account for students' achievement
  - academy policies in relation to managing students' behaviour are put into practice consistently
  - the governing body develops effective systems to hold the academy to account for the quality of teaching and the progress that students make, including monitoring the impact of pupil premium funding on students' progress.
- Improve behaviour and attendance by:
  - setting clear and consistent expectations of students' behaviour and conduct
  - providing more effective targeted support for students at risk of exclusion
  - strengthening further the systems for checking and promoting good attendance, including working closely with parents and carers.
- Ensure that a broader curriculum is offered in Key Stage 4, with an appropriate range of academic and vocational courses matched to the needs of students.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## **Report on the fifth monitoring inspection on 4 and 5 February 2015**

### **Evidence**

Inspectors observed the academy's work, scrutinised documents and held discussions with the Principal, senior and middle leaders, staff, students, members of the governing body and representatives of the academy's sponsor, The Kennal Academies Trust (TKAT).

### **Context**

There have been no significant changes since the last monitoring inspection.

### **Achievement of pupils at the school**

Students' achievement in mathematics has improved noticeably in Year 11 but is still not good enough in other year groups. The academy's most recent information shows that the proportion of Year 11 students on track to make expected progress by the end of Key Stage 4 is near to that seen nationally. The proportion of disadvantaged students on track to make expected progress is much closer to that of other students nationally than in 2014. Boys, disabled students and those with special educational needs are also making better progress. In other year groups, gaps between different groups of students are wide and the proportion of students on track to make expected or better progress remains low. Most-able students are not making good progress in most year groups. Inspectors saw students making reasonable progress in mathematics lessons visited during this inspection. Nevertheless, students who are already behind will need to make faster progress if they are to catch up on previous underachievement. Students' achievement in science also needs to improve. Year 7 and Year 8 students are typically doing well in science but in the higher year groups the proportion of students on track to make expected progress in GCSE science courses is too low.

Students' achievement in English continues to be very strong and progress in most other subjects is now good.

### **The quality of teaching**

Teaching has continued to improve. Most teachers are now more thorough at checking that all students understand what they are learning and move on at the right moment. They provide further explanation for students who become stuck, without holding up others. These teachers stretch students' understanding by asking searching questions such as, 'How do you know?' or 'Can you tell me more?' However, some teachers do not explain things well enough or use questioning effectively enough. They assume the class understand the lesson if a few students can give a correct answer or if the class do not respond when the teacher asks, 'Are there any questions?' As a result, students are slow start to work, become confused or have to move on too soon.

Teachers' marking has improved. In most subjects teachers' written comments include helpful timely advice for students on how to improve. Students are increasingly acting on this advice and improving their work. Marking in mathematics is not so helpful. Teachers' written comments are typically infrequent so students often do not know where they are going wrong or how to avoid making the same mistakes again. Not all science teachers insist on a high standard of presentation in students' science books.

Teaching does not always challenge more-able students well enough. At times teachers require the most-able to listen to explanations of concepts they already grasp. As a result, time is wasted so they do not make as much progress as they could.

Students continue to develop their literacy skills well in English lessons and tutor time. One boy described how great it was to go and 'chill in the library' and read for pleasure, during a weekly reading lesson. However, teachers of other subjects are still not always doing enough to make sure students have grasped keywords for the topic they are studying.

### **Behaviour and safety of pupils**

Students' behaviour is now good. Students continue to behave well around the site and they are courteous and respectful to one another and adults. Low-level disruption in lessons is increasingly rare. Students typically behave well in lessons and are engaged with their learning. They talk positively about behaviour in the school and value the new rewards system which has been introduced. The rate of fixed-term exclusions has continued to decline to well below the national rate.

Students are very clear that name calling, discriminatory behaviour and bullying are not acceptable and incidents of such behaviour are rare; the academy's records confirm this. Year 7 and 8 students, who spoke to an inspector, expressed dismay that anyone could behave in a discriminatory manner and talked enthusiastically about the anti-name-calling work they had done in tutor time.

### **The quality of leadership in and management of the school**

The Principal with her senior leadership team continues to provide strong leadership. They have worked tirelessly and effectively since the previous inspection to bring about further positive change. Subject leaders are increasingly effective in driving improvements in teaching and achievement. Each subject team now has an action plan that suitably covers all the key areas of the subject that need improvement. Each plan links well with the academy's overall improvement plan. Subject leaders' frequent and systematic checks on the quality of teaching and students' achievement enable them to evaluate the success of these plans effectively. They adjust their approaches as required. Not all subject plans are as precise as needed to be highly effective. Some plans contain suitable targets for improving teaching but

do not define the elements of teaching that need to improve. Senior leaders are making sure that middle leaders receive the support and challenge they need to continue to evolve and sharpen their leadership skills.

Leaders are taking suitable action to strengthen teaching and achievement in mathematics. An extra mathematics teacher has recently joined the academy to improve support for students who are behind to enable them to catch up. Non-specialist teachers of mathematics are receiving expert training. Plans for teaching mathematics now cover all aspects of the mathematics curriculum properly, so students can make better progress. A new recording system helpfully captures Year 11 students' attainment in each aspect of mathematics. Teachers are using this information to plan lessons that help students fill their gaps in understanding. This approach is also being developed for other year groups. Mathematics teachers are now planning lessons together to ensure a consistent approach. Science and mathematics teachers have agreed a shared approach to teaching mathematical skills which are used in both subjects. However, it is too soon to see much impact of these changes on students' achievement.

Leaders have improved the support for students in Years 7 and 8 with special educational needs. Trained key workers now provide small-group sessions to help students with their numeracy and literacy skills. Almost all students who have been attending these sessions over the last 10 weeks have made strong progress.

The governing body continues to hold school leaders effectively to account for all aspects of improvement. Governors visit the academy regularly. This helps them have a good understanding of the improvements that are taking place and areas which need further attention. They have made sure the teachers' pay is linked to performance.

### **External support**

Leaders have continued to use external support effectively. A consultant has worked with subject leaders to support self-evaluation and action planning. The subject networks set up prior to the last visit are proving effective. Subject leaders have found the opportunity to check the accuracy of their assessments with other subject experts beyond the academy particularly helpful. Teachers and subject leaders have started to receive useful support from Thornden School, a high-performing school in the county. Some teachers have been attending masterclasses at the school. The regional director of the academy sponsor, TKAT, continues to visit the academy regularly and check on progress. A consultant employed by TKAT provides welcome support for the Principal.