

# Havelock Academy

Holyoake Road, Grimsby, DN32 8JH

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection, the overall effectiveness of the academy has improved. Leaders and managers have had a relentless and effective focus on improving teaching.
- Students make good progress in Key Stages 3 and 4 and achieve well in their subjects, including in English and mathematics. This is because of good, and sometimes outstanding, teaching.
- From starting points that are below average on entry to the academy, the proportion of students gaining five or more GCSE passes at A\* to C, including English and mathematics, is average.
- Disadvantaged students are making good progress in English and mathematics. The academy's use of the pupil premium is highly effective.
- Teachers set a variety of interesting tasks that capture students' imagination and fully involve them in learning. Lessons move on at a brisk pace.
- Students' behaviour is good and they are keen to learn. This makes a strong contribution to their good progress.
- Students say they feel safe and enjoy coming to the academy. Consequently, attendance is above average and in the top 20% of schools nationally.
- Students' personal development is promoted well throughout the curriculum. Students appreciate the extra time their teachers and other adults are giving to help them do better. This is ensuring students are doing well.
- Leaders, managers and governors have developed a strong sense of purpose among staff to drive forward sustained improvement. This contributes well to good teaching and good achievement.
- Governors know the academy well. They carefully check all aspects of the academy's work and provide good support and challenge to make sure the academy's overall effectiveness is good.

### It is not yet an outstanding school because

- Sixth form provision requires improvement. Students' achievement over time has not been consistently good in many academic subjects and vocational courses. Students' progress is not always checked regularly and accurately in order to identify students who maybe falling behind.
- Occasionally, the most able students are not always moved on to more challenging tasks quickly enough in order to reach their potential.
- The academy's plans for improvement are not always sharply focused on the impact that leaders' actions are intended to have on improving teaching and achievement.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with the leaders of the academy.
- Inspectors spoke with two groups of students about their learning in lessons and their safety in the academy.
- Meetings were held with the Chair of the Governing Body and other governors. A meeting was held with the Chief Executive of the David Ross Education Trust. Meetings were held with academy staff, including middle and senior leaders.
- Inspectors looked at the academy's review of its own performance, its development plan, academy policies and the minutes of governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students' work in lessons and also analysed samples of students' work in exercise books.
- Inspectors spoke, by telephone, to a provider of off-site education.
- Inspectors analysed the 34 responses to the online questionnaire (Parent View) and a recent academy questionnaire completed by parents.
- There were 74 inspection questionnaires completed by staff, which were also considered by inspectors.

## Inspection team

James McGrath, Lead inspector	Additional Inspector
David Pridding	Additional Inspector
Anne McAvan	Additional Inspector
Julie Rimmer	Additional Inspector

## Full report

### Information about this school

- Havelock Academy is sponsored by the David Ross Education Trust.
- The academy is larger than the average-sized secondary school and has a sixth form.
- The proportion of disadvantaged students supported by the pupil premium is well above average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most students are White British. The vast majority of students speak English as their first language.
- The proportion of disabled students and those who have special educational needs is well above average.
- There are a very few students educated full time at off-site provision. There are four off-site providers used by the academy. They are: Seven Hills, Park House, DKM and Phoenix House.
- The academy holds the Artsmark Gold award and a Continuing Professional Development (CPD) kitemark award.
- There have been significant changes to staffing since the previous inspection.
- The academy is supported by an outstanding school with a National Leader in Education. The school is Blessed Thomas Holford Catholic College, Altrincham.
- The academy meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.

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

- Improve the quality of teaching in the sixth form to ensure that students' achievement is consistently good across all academic subjects and vocational courses by:
  - checking students' progress regularly and accurately in order to clearly identify any student who may be falling behind and taking steps to remedy this
  - ensuring that the work set meets students' varying needs and abilities
  - checking thoroughly the individual programmes of study for each student to ensure they closely meet students' particular needs and aspirations.
- Improve the quality of teaching in Key Stages 3 and 4 even further, so that students, particularly the most able, always achieve well by making sure:
  - teachers' questioning is consistently skilful, draws out what students understand and increases the knowledge of all students
  - the most able students are moved on to more challenging tasks and activities as soon as they are ready
  - comments for improvement in marking consistently provide precise subject information that challenges students to reach the highest levels of attainment
  - even more opportunities are created for students to improve their writing and mathematical skills across other subjects.
- Improve the impact of leaders and managers, including subject leaders, so that teaching is consistently good or better and provision in the sixth form is good by ensuring that:
  - planned actions are always timely in order to ensure all students make good progress
  - actions identified in development plans are sharply focused on improving teaching and learning with measurable actions for improvement.

## Inspection judgements

### The leadership and management are good

- Senior leaders have worked hard and successfully to address the key issues and have strengthened the overall effectiveness of the academy so that it is now good.
- Leaders and managers, including governors, share a common sense of purpose and commitment to sustained improvement. The Principal has the full support of staff in driving forward improvements and staff morale in the academy is high. As a result, staff have supported the Principal well in improving the academy and ensuring that the quality of teaching and students' achievements and behaviour are good.
- The academy has quite rightly prioritised improvement in the quality of teaching in seeking to raise students' achievement. Senior leaders and subject leaders check the quality of teaching using a wide range of evidence. Leaders, including subject leaders, have yet to ensure consistently good teaching in their areas to ensure provision in the sixth form is good.
- A relentless focus on improving teaching through judicious well-planned sharing of best practice in the academy, the targeted use of expertise across the trust and the strengths of an outstanding school is 'paying off' as, overall, the quality of teaching is good. There is still work to do to ensure that teaching in the sixth form is as strong as in the rest of the academy.
- Academy plans for improvement state the main priorities for the academy. Very occasionally, actions taken are not always timely enough to ensure swift improvement to some aspects of the academy's work. Measures used to judge the success of planned actions are not always sharply focused on improvements to students' achievement and the quality of teaching and learning, thus contributing to leadership's understanding of how well the academy is doing.
- Performance management for teachers is thorough and clearly identifies the skills they need to improve. There is a performance review system for teaching assistants and other staff. All staff have access to training and professional development to meet their career aspirations. This is a good example of the academy's commitment to equality of opportunity.
- Pupil premium funding is used highly effectively to help disadvantaged students to do well. It provides additional teaching support, computerised learning systems and opportunities for these students to visit universities in order to raise their aspirations.
- The curriculum prepares students well for their future education and training with students achieving well in both English and mathematics. Reading skills are well developed across all subjects and the academy is aware that writing skills, spelling and grammar, and mathematical skills have yet to be equally well developed across all subjects. There are many additional activities for students to enjoy particularly in sport, music and dance. Careers information and guidance are taught throughout all years in the academy and are helping to raise aspirations through early visits to universities in Key Stage 3.
- Courses in ethics and citizenship along with the '10 Havelock Values', known by all students, make a strong contribution to students' spiritual, moral, social and cultural education. Students learn about democracy, the law and tolerance and respect for other cultures and religions and are well prepared for life in modern Britain. Activities such as Bollywood dancing and considering the importance and respect for other cultures and religions were seen by inspectors in a Year 7 dance class. This makes a strong contribution to the work of the academy in fostering good relationships and tackling discrimination.
- Leadership regularly checks the behaviour, attendance, safety and achievement of students working off-site through visits and good links with the providers.
- There are good arrangements for safeguarding and child protection which meet statutory requirements. Leaders work with other agencies in the local authority, including the police, to make sure vulnerable students are well cared for and supported. There is a nominated governor who checks the effectiveness of procedures with the academy.
- The trust has provided good support for the academy. It has helped to improve the overall effectiveness of the academy which is now good. It checks the work of the academy closely and provides or brokers support for the academy when necessary. Governors confirm that the trust has supported the academy particularly well in improving the quality of teaching and learning in the academy.
- **The governance of the school:**
  - Governors are very effective in their role. They have a good range of skills, link well with the trust, and hold the Principal to account for the work of the academy. They are clear about the strengths and areas for improvement in the academy. They challenge and support the Principal to ensure the academy is making sustainable improvements. They have taken decisive action to improve the quality of leadership and teaching within the academy. Governors are fully aware of the achievement of students in comparison to national measures, understand the data well, and know that sixth form achievement is a

priority for improvement. Governors are linked to leaders of each key stage and to subject leaders. They know the quality of teaching well through visits to the academy and seeing the academy in action.

- Governors ensure that all pupil premium funding is directed at work for disadvantaged students and know that it is having a strong impact on achievement. They make regular checks on the academy's budget. Governors understand fully the arrangements linking teachers' performance and pay ensuring that the Principal challenges any underperformance swiftly and effectively.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of students is good.
- Students are keen to learn and follow the instruction of their teachers. They are hard working and make good progress in their lessons. Very occasionally, a few students can lose interest but this does not interrupt the learning of others.
- Behaviour around the academy is good. Students are courteous and treat each other and adults with respect. They wear their uniform well and their appearance is smart.
- Students are immensely loyal to their academy and proud of the improvements that have been made to help them learn well and behave well.
- Students say behaviour has improved and they know what is expected of them. The '10 Havelock Values' set out clear expectations for behaviour and are known well by students. As a result, the academy is a calm purposeful place and there is good behaviour across the academy.
- Students say they enjoy their time in the academy. Many arrive early in the morning to start their work, have breakfast at the academy, and stay after school for the many and varied activities available to them, including extra teaching.
- Attendance is above average and in the top 20% of schools nationally. The attendance and behaviour of those students working off-site are good.
- The sixth form students behave well and make a good contribution to the life of the academy. They support younger students in their lessons and in sporting activities. They take a lead in assemblies to strengthen the values of the academy.

### Safety

- The academy's work to keep students safe and secure is good.
- Staff are vigilant and supervise students well. Students are very positive about their safety. Furthermore, they know who they would approach with a problem and are very confident that the academy would take prompt, useful action to resolve any matters about their safety.
- Students suggested a 'one way system' for moving around the academy. This contributes well to their safety.
- Students were quick to point out that there is little bullying. They are confident that the academy deals with it promptly through the principles of restorative justice. Students say that the good work across subjects, in form time and assemblies, on building positive relationships prevents bullying.
- Through the curriculum, students know how to keep safe and assess any risks to their safety. They know how to keep safe when using the internet and what to do should any problems occur.
- There are clear arrangements to ensure students working off-site are safe. Arrangements to support vulnerable students are good with effective links to outside agencies.
- Parents and staff share the same positive views about students' behaviour and safety.

## The quality of teaching is good

- Leadership and management's efforts since the last inspection have ensured that the quality of teaching in Key Stages 3 and 4 is usually good with examples of outstanding practice. As a result, students are making good progress with their work, including in English and mathematics.
- Interesting, well-planned work captures students' imagination. For example, students in a Year 10 session were studying how the health service meets the needs of a blind person. Students showed mature attitudes to the needs of other individuals in society, were fully engaged and worked hard. Consequently,

they made good progress throughout the session.

- Learning begins at a brisk pace as students know what is expected of them and they are keen to learn. They are given clear and concise explanations about what is required in the lesson and know what to do to achieve well. Consequently, students make good progress.
- Work set is usually appropriate to the varying needs and the abilities of students and is challenging. Occasionally, progress slows for the most able as they spend too long on tasks that are too easy and are not moved on to high-level tasks swiftly enough to challenge them appropriately to deepen their thinking.
- Questioning is used well to involve students and to search out what they understand. Students are keen to provide full answers to questions and they are given enough time to think out what they are going to say. When this happens, students learn well. Sometimes, questioning is not used to seek out the understanding of all students. As a result, students do not benefit as much as they should.
- Work is marked regularly with helpful comments that students respond to well. There are many good examples of marking, particularly in English, and many other subjects. Occasionally, the advice provided to help students is not precise enough for them to know what to do to improve and does not match the best practice in the academy. Occasionally, the most able students are not provided with sufficient precise information to reach the highest standards.
- There are good opportunities for students to read in many subjects and use technical vocabulary. Leaders are aware that opportunities for extended writing, checks on the quality of spelling and grammar and the use of mathematical skills across many subjects are not as strong as the opportunities for reading. Inspectors confirmed this when they analysed students' work in books.
- Skilled teaching assistants make a good contribution to students' learning. They are well managed and support students effectively, particularly disabled students and those who have special educational needs.
- The quality of teaching in the sixth form requires improvement, as it is not ensuring good achievement. Work set is often the same for all students and does not match students' needs and abilities well. This slows the progress of students.
- Good relationships and the way praise is used to encourage and motivate students is a strong feature across the academy.

### The achievement of pupils

is good

- Since the last inspection, students' achievement has improved and is good. Leadership's determined efforts have improved teaching to be consistently good and this has resulted in good achievement overall.
- In 2014, from starting points that were below average, the proportion of students attaining five or more GCSE grades at A\* to C, including mathematics and English, was average. Progress in English was particularly good with the proportion making more progress than expected being high. In mathematics, the proportion of students making expected progress was well above the national average.
- Information provided by the academy and supported by inspection evidence, shows students are working at higher standards than in the past. Improvements in the quality of teaching and subject leadership are helping students to make better progress overall.
- There is especially strong progress being made by students in Key Stage 3 because of good teaching, increased teaching time and additional early morning and after-school support. Over time, progress for students in the sixth form has not been checked as meticulously as that of other students in the academy. As a result, sixth form students have not done well. Students' achievement is not consistently good across all academic subjects and vocational courses.
- Over time, the most able students have not made the same progress overall as similar students in other schools and, as a result, have not always reached their potential of achieving the highest GCSE grades. In 2014, however, their achievement improved, particularly in English where they achieved well. More students are currently on track to reach the highest grades in 2015 than in the past, particularly in mathematics. However, the achievement of the most able across the academy is still sometimes held back because students are not always moved on to more challenging tasks and activities as soon as they are ready.
- The academy does not enter students early for GCSE examinations.
- In the past, the overall progress of disadvantaged students has been less than other students in the academy and other students nationally. However, due to improvements in teaching and effective additional support, along with the highly effective use of the additional government funding allocated to help these students do better, the achievement of disadvantaged students has improved strongly. Disadvantaged students are now making good progress in English and mathematics.
- In Year 11 in 2014, GCSE examination results of disadvantaged students in English were almost a grade

lower than other students in the academy and half a grade lower than other students nationally. In mathematics, they were about half a grade lower than other students in the academy and other students nationally. Although this represents a narrowing of the previously wider gaps in attainment in mathematics, the gap in English slightly widened due to students' lower starting points. Academy data and inspection evidence, however, show that gaps are now closing quickly.

- Disabled students and those who have special educational needs are making similar progress to others across the academy. Better leadership, improved teaching, highly effective early morning support for English and mathematics in Key Stage 3, along with improved support in class is helping these students to do well.
- Recently, the academy has reduced the number of students who work at off-site provision as some were falling behind. These students are now catching up quickly because they are well taught in school. There are very few students who attend off-site provision. Comparisons between these students and other students in the academy and nationally are, therefore, not statistically valid.
- The academy is promoting reading well using computer systems to check students' progress and understanding of what is being read. There are opportunities in form time to read widely and for pleasure. Reading supports students' progress well across all of their subjects. Although students make good progress in English and mathematics, opportunities for students to improve writing and mathematical skills across other subjects are still sometimes overlooked.

### The sixth form provision

### requires improvement

- The quality of teaching and leadership has not ensured that students achieve well by the time they leave the sixth form.
- Overall, attainment on entry to the sixth form is broadly average. The academy has, in September 2014, put in place more demanding requirements for academic achievement at GCSE to enter sixth form study. Previously, students' attainment on entry was well below average, especially to academic courses.
- At the end of 2014, students' progress in Year 12 and Year 13 in academic courses was weak and standards were low. In vocational courses, students made the progress expected and their attainment remained below average. Leadership, including subject leaders, did not check students' progress well enough or in a timely fashion to avoid students making weak progress.
- Progress of current students in the sixth form is improving. Leadership has responded to the dip in progress in 2014 and has ensured students are now choosing appropriate courses and given additional study time to help them improve. Students are now making the progress expected of them in both academic and vocational courses.
- Disadvantaged students are making similar progress to non-disadvantaged students. Disabled students and those who have special educational needs are making similar progress to other students in the sixth form.
- Students who entered the sixth form in 2013, without a grade C in GCSE English and/or mathematics had variable success, especially in English. The new entry requirements to join the sixth form have reduced the number of students who do not have a grade C in GCSE English and/or mathematics. These few students are making good progress.
- The quality of teaching in the sixth form is variable across subjects and work does not match the varying needs and abilities of students well enough. Students value their good relationships with staff and are well motivated to learn.
- Over time, the quality of careers education and guidance has been variable and has not ensured that students have been placed on appropriate courses to help them to achieve well. Although this has already improved and students are now following more appropriate courses to match their needs and aspirations, there remains scope to check the individual programmes of study for each student even more thoroughly to ensure they closely meet students' precise needs. With the academy's support and guidance, more students last year went on to higher education than previously.
- Students take up a range of leadership opportunities across the academy, know they are role models for younger students and act accordingly. They are keen to attend additional study skills sessions and engage well in a personal development programme. Students are positive, polite, mature and respectful and their behaviour is good. They have positive attitudes to their studies and are developing the confidence to succeed.
- Attendance in the sixth form is even higher than that in Key Stages 3 and 4. The academy's procedures for keeping students safe are good and students are well aware of how to keep themselves safe at all

times.

- Leadership of the sixth form requires improvement. Recently, steps have been taken to address any underperformance and to improve the quality of teaching. However, over time, subject leaders and other leaders in the sixth form have not monitored the progress of students closely enough or held teachers effectively to account for students' progress. There are improving systems to check students' progress but the effects of these have yet to be ascertained.
- Support and training for sixth form leadership and teaching have been brokered from an outstanding school. This work is clearly benefiting the academy and helping it to improve its sixth form provision.

## What inspection judgements mean

School

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

<b>Unique reference number</b>	135294
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	462235

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,017
<b>Of which, number on roll in sixth form</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Andrews
<b>Headteacher</b>	Nigel Whittle
<b>Date of previous school inspection</b>	8 May 2013
<b>Telephone number</b>	01472 602000
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