

Havelock Academy

Inspection report

Unique Reference Number	135294
Local Authority	North East Lincolnshire
Inspection number	345471
Inspection dates	20–21 January 2010
Reporting inspector	Sara Morrissey HMI

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

Type of school	Academy
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	909
Of which, number on roll in the sixth form	60
Appropriate authority	The governing body
Chair	Mr Bill Wood
Principal	Mr Nicholas O'Sullivan
Date of previous school inspection	Not previously inspected
Academy address	Holyoake Road Grimsby DN32 8JL
Telephone number	08444 772498
Fax number	01472 693375
Email address	principal@havelockacademy.co.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. A majority of the time was spent looking at learning, including observing the lessons of 30 teachers. There were also meetings with the chair of governors, staff and groups of students. Inspectors observed the school's work; and looked at assessment information, improvement plans, a sample of students' work, procedures used to keep students safe and evidence relating to the support and guidance provided for students with special educational needs and/or disabilities. Inspectors also scrutinised the responses to questionnaires by a sample of students, 166 parents and carers, and 49 staff of the academy. On the second day of the inspection the curriculum was suspended so that students could participate in a range of cross-curricular activities.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of strategies being used to raise attainment and close gaps in students' learning
- how well teaching takes into account the needs of all students and especially those with special educational needs and/or disabilities
- the impact of support on raising students' aspirations and self-confidence as learners, especially those who are vulnerable
- how effectively the curriculum has been adapted to increase students' engagement and progress
- the rigour with which leaders and managers at all levels measure the impact of actions taken to secure improvement at the pace required.

Information about the school

Havelock Academy opened in September 2007 on the site of its predecessor school. It is smaller than average and includes a small sixth form. The academy serves an area that experiences significant social and economic disadvantage; the proportion of students who are eligible for free school meals is twice the national average. Most students are of White British origin and the number of students who speak English as an additional language is low. The proportion of students with special educational needs and/or disabilities is well above the national average and the number with a statement of special educational needs is twice the national average. The academy is sponsored by the David Ross Foundation and is a founding member of the Uppingham Collegiate. It has subject specialisms in mathematics and computing. The academy became a candidate school for the International Baccalaureate Middle Years Programme in September 2008.

As part of the academies initiative, Havelock Academy was monitored by Her Majesty's Inspectors in January 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Havelock Academy provides a satisfactory education for its students and is improving rapidly as a result of the visionary and inspiring leadership provided by the Principal. Significant barriers to learning have been overcome and students' attainment is rising strongly from a low baseline.

The Principal has adopted a long-term strategy to build an ethos that places every child at its heart. Supported well by senior leaders, he has implemented bold plans to develop an innovative curriculum that aims to raise students' aspirations and fulfil the academy's mission to 'broaden horizons'. Good improvement has been secured in a number of key areas, for example students' attendance and engagement in learning. Progress has accelerated significantly in subjects such as English and mathematics at Key Stage 4. However, inconsistencies remain in the progress and attainment between different groups of students and between subjects. As a result, their achievement is satisfactory overall.

The quality of teaching is satisfactory and improving. Where it is most effective, teaching captures students' interest and motivates them to make good progress in their learning. However, assessment information is not used consistently in planning to tailor activities so that they provide suitable challenge and support for all students. Furthermore, teaching does not always capitalise on the more positive climate for learning that has been established by increasing opportunities for students' active participation.

The contribution made by specialist subjects to securing improvement is integrated into the ambitious plans for curriculum development. During the period of transition from the National Curriculum to the International Baccalaureate programme, programmes of study have been adapted appropriately to meet students' needs. A good range of extra-curricular and enrichment activities are popular with many students. While the actions taken so far hold much promise for future improvement, the curriculum is satisfactory, overall, because it is too soon to see the full impact of developments on students' outcomes.

A strong community spirit has been established across the academy which is contributing well to promote students' personal development. Staff teams work together effectively with students, united through the bonds that have been forged within the house structure. Good systems are in place to support those students who are vulnerable or who have special educational needs and/or disabilities. Appropriate steps are taken to promote equality of opportunity and to tackle discrimination across the academy.

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Please turn to the glossary for a description of the grades and inspection terms

Guided effectively by the Principal and senior leaders, middle leaders are developing their skills to monitor the impact of their work through a regular cycle of review. However, evaluation of teaching and information about students' progress is not used as sharply as it could be to identify the strategies to promote more rapid learning in the short and medium term. Nevertheless, leaders and managers at all levels have established firm foundations for the future development of the academy and demonstrate the necessary capacity to secure further improvement.

What does the school need to do to improve further?

- Raise attainment and close gaps in performance between different groups of students and subjects by:
 - embedding strategies to improve transferable skills, including literacy, through approaches to learning
 - ensuring that the curriculum is developed appropriately to reflect the needs of all students
 - using information gathered from evaluation by leaders more precisely to sharpen the focus on what is working well and areas for development in the short and medium term.
- Improve the quality of teaching in order to accelerate students' progress further by:
 - using assessment information more precisely to tailor activities that meet the needs of all students
 - taking more risks in providing opportunities for students to participate actively in their learning
 - checking students' progress in lessons to ensure good levels of challenge and support.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Students' progress is accelerating as a result of improvements in teaching and well-targeted strategies to catch up ground that has been lost in the past. Consequently, attainment is rising securely from a low baseline. In 2009 the proportion of students attaining five good GCSE passes exceeded the targets set by the government's National Challenge initiative. Although this represents satisfactory progress relative to students' prior attainment at Key Stage 2, it reflects rapid progress in overcoming a legacy of underachievement since the academy opened. Teachers' assessments also indicate that gaps are closing in students' learning by the end of Key Stage 3. However, assessment information reveals variations in the progress of different groups of students. For example, girls do not achieve as well as boys. This, combined with weaknesses in the skills that students can transfer to different subjects, including literacy, means that their

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overall achievement is satisfactory. Effective support for students with special educational needs and/or disabilities enables them to achieve as well as their peers.

The quality of learning and progress in lessons is satisfactory but improving because of the good working relationships that have been established between adults and students. Students enjoy lessons and make brisk progress where teaching inspires them to participate actively and to reflect on their learning. However, the overall pace of learning is uneven because the needs of all students are not fully met. Occasionally, learning is disrupted by the poor behaviour of a small minority of students.

Students generally enjoy coming to school and this is reflected in their above average and improving attendance. Effective systems of support have contributed significantly to their good spiritual, moral and social development. Students also have a good awareness of their local cultural heritage, for example through the house system that has built its identity around the Ross trawler fleet once based in Grimsby. However, their knowledge and understanding of other cultures and communities is less well developed. Behaviour is satisfactory and students report that it has improved over time, although some felt that behaviour on busy corridors could be better. Inspectors agree. Students generally feel safe and are confident that they can turn to an adult for help if it is required. The restorative justice programme provides students with the opportunity to reflect on and resolve concerns that arise. Students have many opportunities to pursue a healthy lifestyle and benefit from the support of the academy's nurse. They enjoy the opportunity to contribute to the school community and opportunities for them to extend links with the wider community are beginning to develop. The great majority of students who responded to the questionnaire were very positive about how staff have supported them at the academy and helped them to prepare for their future. However, weaknesses in their basic skills mean that their preparation for the next stages in their education is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory and improving because of the positive climate for learning that has been established. Where teaching is most effective, teachers take risks and give students responsibility for their learning. In response to curriculum developments, teaching is beginning to promote the improvement of students' communication skills and to encourage investigation and collaboration in learning. However, while there are some good examples of strategies being used to increase students' engagement, practice remains inconsistent. Lesson plans generally identify learning goals but the smaller steps in teaching to secure good progress are not always clearly stated.

The curriculum is satisfactory, overall, and the new curriculum programme is evolving in line with the academy's plans starting with lower year groups. Older students have continued with the courses they embarked on prior to the implementation of the International Baccalaureate. Alternative programmes are benefiting students who are at risk of exclusion or significant underachievement. During this period of change, arrangements have been made to ensure a smooth transition between different stages of education, including progression into the sixth form. A wide range of cross-curricular activities develop students' basic skills and popular enrichment activities such as 'The House Shout' help to boost students' self-confidence.

Good-quality care and support is at the heart of the improvements in students' attitudes to school and there are some emerging features of excellence. Heads of houses know their students well and act as very positive role models. They are also developing their role in driving up achievement through the tracking of students' academic progress. Procedures to ensure that students are kept safe are robust and associated record keeping is an example of best practice. Effective links with external agencies enable students with specific needs to be well supported.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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The effectiveness of care, guidance and support	2
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How effective are leadership and management?

Highly effective strategic leadership by the Principal has established firm foundations for future improvement. He has clearly communicated his vision for the academy and won the trust and commitment of staff and students through his genuine desire to improve outcomes for all members of the academy community. He has built the capacity of teams of staff to take responsibility for aspects of the Havelock Academy Development and Evaluation Strategy (HADES). Roles and responsibilities have been refined to reflect different strengths within the senior team. Consequently, senior leaders are able to support the Principal effectively in using curriculum innovation as the key focus for change. The contribution of subject specialisms is integrated into the curriculum development plan and is not evaluated separately. Attainment is rising as a result of well-targeted support and the effective deployment of staff by senior leaders. A comprehensive programme of training has raised staff's awareness of the demands of the new curriculum and the changes that are required in approaches to teaching. Self-evaluation is generally accurate. Established systems enable leaders to track the progress of individual students and they are beginning to evaluate the progress made by different groups of students across all year groups. Senior and middle leaders have a sound understanding of the strengths and weaknesses of teaching. However, records of observations indicate that opportunities are missed to identify precisely the teaching strategies that lead to good progress.

Governors provide appropriate challenge in holding the academy to account. They have ensured that safeguarding procedures are clear and rigorously applied by academy staff. The academy sponsor takes an active interest in seeking ways to improve outcomes further. A cohesive community has been established across the academy and leaders work hard to increase the academy's engagement with parents and carers in the hope that more will become involved with the community. Partnerships with other schools and agencies are increasing opportunities to raise students' aspirations and promote their well-being. Leaders work effectively to tackle discrimination but the variations in progress made by students mean that the effectiveness with which the academy promotes equality of opportunity is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3

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The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

The sixth form caters for a small but growing number of students, some of whom might otherwise not have progressed onto post-16 education. The quality of teaching is satisfactory and strengths are emerging in the adaptation of activities to meet different needs. Consequently, students make satisfactory progress from low starting points. Provision contributes well to students' personal development. Students interviewed were impressively articulate and serious-minded about their progress and aspirations. They make a good contribution to the life of the academy by working alongside younger students, serving at house banquets and discussing academy policies with staff. Very positive relationships result from the personalised care and support that students receive. Students' experiences are widened, for example through visits to other schools and educational visits to London. This serves to raise students' aspirations and foster a greater interest in the wider world. Leadership of the sixth form is satisfactory; the responsibility for evaluation of provision lies with subject leaders.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Inspectors received questionnaire responses from approximately 18% of parents and carers. Analysis of responses indicates that most are happy with their children's experience at the academy and that their children are kept safe and well cared for. A number of those who responded commented favourably about the way in which the academy is preparing their children for their future and the steps taken to keep their children safe. A few also commented that their children were proud to be part of the academy. A small number of parents and carers made negative comments. Of those, the

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main concerns were about students' behaviour and three responses expressed concerns about strategies used to combat bullying. Inspectors are satisfied that the academy has effective systems in place to manage behaviour and incidents of bullying, particularly through the house system.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Havelock Academy to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 166 completed questionnaires by the end of the on-site inspection. In total, there are 909 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	26	97	58	17	10	9	5
The school keeps my child safe	60	36	95	57	7	4	4	2
The school informs me about my child's progress	62	37	93	56	7	4	4	2
My child is making enough progress at this school	53	32	97	58	10	6	5	3
The teaching is good at this school	52	31	98	59	10	6	4	2
The school helps me to support my child's learning	42	25	97	58	17	10	6	4
The school helps my child to have a healthy lifestyle	45	27	93	56	15	9	6	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	55	33	93	56	6	4	6	4
The school meets my child's particular needs	51	31	95	57	11	7	4	2
The school deals effectively with unacceptable behaviour	62	37	82	49	12	7	6	4
The school takes account of my suggestions and concerns	28	17	108	65	15	9	7	4
The school is led and managed effectively	60	36	92	55	8	5	4	2
Overall, I am happy with my child's experience at this school	56	34	94	57	6	4	7	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 January 2010

Dear Students

Inspection of Havelock Academy, Grimsby, DN32 8JL

Thank you for the warm welcome you gave us during the recent inspection at your academy. We appreciated the time we were able to spend talking to many of you about your work and general life at Havelock. Thank you also to those of you who completed questionnaires to tell us your views.

We agree with you that the staff care for you well so that you generally feel safe and get on well together. You have also played your part in building a strong community spirit in the academy by attending regularly and getting involved in house activities. Sixth form students, in particular, act very responsibly and make a good contribution to academy life. Inspectors found that you make satisfactory progress, overall, as a result of the teaching you receive. Many of you are also gaining ground in your learning because you are becoming more confident about what you can achieve.

Senior staff and other school leaders have made some important improvements since the academy opened. However, we have asked them to focus on a number of things that could be improved further. In particular, we have asked the academy staff teams to raise the standards you achieve in all subjects by:

- increasing opportunities for you to develop the skills that will help you to learn more quickly in lessons
- making sure that teaching gives you all the chance to get actively involved in your learning and do the best you can
- using careful checks to make sure that you are making good progress in your learning.

You can play your part in improving the academy by continuing to attend regularly and doing your best in your work. I hope you will also encourage your parents and carers to visit the academy when events are taking place, so that they can find out more about what it has to offer you and your local community.

Yours sincerely

Sara Morrissey

Her Majesty's Inspector

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