

Serco Inspections  
Boundary House  
2 Wythall Green Way  
Middle Lane  
BIRMINGHAM  
West Midlands  
B47 6LW

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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Mr Jason Baigent  
Globe Academy  
Harper Road  
London  
SE1 6AG

Dear Mr Baigent

Academies initiative: monitoring inspection to Globe Academy

## Introduction

Following my visit with Jackie Krafft HMI to the academy on 11 and 12 May 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was a first monitoring inspection in connection with the academies initiative.

## Evidence

Inspectors observed the academy's work, scrutinised documents and met with the principal, senior and middle leaders, groups of pupils, the Chair of the Governing Body and a representative of the sponsors. A telephone discussion was held with the School Improvement Partner.

## Context

Globe Academy opened in September 2008. It is one of a number of academies which are sponsored by the charity ARK (Absolute Return for Kids) and is currently housed in the predecessor primary and secondary schools. The construction of the new buildings is well under way and the opening is scheduled for September this year. There are plans to open a sixth form in September 2011. There are just over 850 students on roll, ranging in age from three to sixteen. They come from a wide range of ethnic and linguistic backgrounds and a high proportion speak another language in addition to English at home. The proportion of students known to be eligible for free school meals is much higher than that found nationally. The proportion identified as having special educational needs and/or disabilities is also greater than the national figure.



When the academy opened, most of the teaching and support staff transferred from the predecessor schools. Since then, there has been a substantial turnover of staff at all levels. The principal took up post at Easter 2009.

### Students' achievement and the extent to which they enjoy their learning

The academy is rightly proud of the achievements of last year's Year 11 students. The proportion reaching the important benchmark of five good GCSE passes, including English and mathematics, was comfortably above the nationally expected minimum and represented excellent progress for these students. Senior staff confidently predict that GCSE results in 2010 will improve on those of last year and that the gap between the academy's results and the national figure will close substantially. Information about students' current attainment levels and the results obtained by those who have taken their GCSE examinations early add weight to the academy's predictions. The students have already made at least good progress from their very low starting points when they began Key Stage 4.

At the end of Key Stage 2 in 2009, test results were broadly average in English and science, but well below average in mathematics. The students made satisfactory progress in English and science, but inadequate progress in mathematics. Currently, the proportion of students on track to reach the levels expected for their age is greater than last year and results are expected to be close to the national figure in English. Successful action has been taken to improve teaching and students' progress in mathematics although their performance in the subject does not match that in English.

Students' progress is accelerating because of the academy's strong determination to help the students to make up lost ground and reach or exceed the levels that are expected for their age. A range of initiatives including Saturday schools, residential weekends, a longer teaching day and additional tuition have maintained an unremitting focus on raising standards in English and mathematics, to which the students have responded very well. Other factors which have had a positive impact on students' achievement include teaching that is more consistent and improving in quality, more robust systems for assessing and analysing attainment and progress, and, on the students' part, better behaviour, attitudes to learning and attendance. These factors will be discussed in more detail later in this letter.

Last year's test and examination results and the academy's current assessment information indicate that no particular group of students is underperforming in relation to others. In lessons observed during this inspection, pupils and students made satisfactory and often good progress in their learning.



Expectations for the rate of progress that students will make are high. Progress is carefully tracked and steps have been taken to ensure that the six-weekly assessments of how well students are doing are accurate. Staff quickly identify those students at risk of not meeting their target grades and implement strategies to support and encourage them.

#### Other relevant outcomes

Both students and staff report that there have been substantial improvements to the behaviour of the secondary-age students since the academy opened. (The behaviour of the primary-age students was not a cause for concern.) The number of fixed-term exclusions has diminished considerably and the number of students referred for internal exclusion has also reduced a good deal. Younger and older students say that they feel safe in the academy, but the academy's surveys show that some have worries about their safety in the local area and when travelling to and from the academy. The number of permanent exclusions has not reduced this year and the academy attributes this mainly to students' response to feeling unsafe in the local community. The academy has established a set of routines, such as lining up at the start of the day, that make expectations for behaviour clear and set a good tone for the rest of the day. During this inspection, students generally behaved well in lessons and around the site. They were polite, cheerful and interested in talking to the inspectors. Some inattentiveness and chatter was noted where teaching failed to capture their interest, but on the whole students of all ages showed themselves to be ready and willing to learn. They applied themselves diligently to their tasks and were respectful of their teachers and one another. In response to strong teaching, students showed enthusiasm and evident enjoyment of learning. For example, students in Year 4 were keen to answer their teacher's questions which not only probed their knowledge and understanding of a piece of text but encouraged them to explain their thinking and justify their answers. Older students, however, tended to be passive and compliant in lessons, rather than eager and active participants.

Students' attendance has improved as a result of a more consistent application of the academy's procedures, close working with external agencies and the fact that students are more inclined to attend because they are experiencing more success.

The students' voice in the academy is growing. Their views are sought and they have the opportunity to express ideas or concerns via their representatives on the school council, for example. However, their influence is not as powerful as it could be. Now that routines are well established and behaviour better, there is scope to increase students' responsibility for their own learning and to strengthen the part that they play in moving the academy forward.



## The effectiveness of provision

Robust steps have been taken to bring about improvements to the quality of teaching. There has been a systematic programme of training in observing and evaluating the quality of teaching and learning in the upper school, which means that there is now a very clear picture of strengths and weaknesses in teaching. It has also contributed to a marked shift in attitudes amongst members of staff. Because they are involved in undertaking observations as well as being observed, their ability to look objectively at what happens in lessons has been strengthened. Staff's understanding of what constitutes good learning and teaching has grown. A number of strategies including coaching and modelling good practice, sharing practice with staff in other academies and support from consultants have contributed to improvement. In addition, the academy has not shied away from giving tough messages where needed, in both the upper and lower schools. Although a small amount of inadequate teaching remains, the proportion of good and better teaching is growing.

The academy has a good deal of reliable information about the attainment and progress of individuals and groups of students, and is able to marry this with information about their attendance and special educational needs. Teachers are using this information to help plan lessons that are more closely aligned to students' learning needs. In addition, the information is used to hold teachers to account for the progress of students in their classes, and heads of department for overall attainment and progress in their subjects. The academy knows the students well as individuals. Staff work effectively with students who have special educational needs and/or disabilities, and with those who are potentially vulnerable.

The curriculum strongly emphasises English and mathematics in order to ensure that students close the attainment gap and reach the levels that are expected of students nationally. The curriculum will be developed further once this goal has been achieved. Activities to enrich students' learning experiences, including educational visits and visitors to the academy, have increased. The academy's sponsors provide additional support and resources to enhance a wide range of provision. Older students said that they particularly enjoy activities that are preparing them for the world of work or further education such as the 'Success for Life' programme and scholarships to the USA. They report that these activities are bringing them together as a community.

The impact of the academy's specialisms in mathematics and the performing arts has yet to show on performance in all subjects of the curriculum. However, younger students now have lessons in dance and drama, which they appreciate, and work and other activities related to the performing arts are increasing students' engagement and enjoyment of learning.



## The effectiveness of leadership and management

After an unsettled start, incisive action by the sponsors secured stability in the academy's leadership. The Principal and senior leaders have high aspirations for the students and an accurate understanding of where improvements need to be made. In the drive to raise standards, particularly in English and mathematics, they have successfully focused on the most important priorities of improving behaviour and the quality of teaching and learning.

Middle leaders' understanding of their roles and responsibilities is growing in response to the systematic approach to monitoring aspects of provision, reviewing the performance of departments and quality assurance. They have had appropriate training and support from senior leaders and external specialists, including in conducting lesson observations and providing feedback, to ensure that they play their part in implementing the academy's plans for improvement and that they have an increased impact on the quality of provision and outcomes for the students. However this is not embedded at all levels across the academy and senior leaders recognise that more needs to be done. There are clear lines of accountability and structures to manage the performance of members of staff, underpinned by the regular analysis of information about students' attainment and progress. Senior leaders have made sure that professional development opportunities and additional support have been provided for teachers in order to address weaknesses and increase the proportion of good or better lessons. Appropriate steps are being taken to eradicate inadequate lessons but inconsistencies remain between different subjects and year groups. The capacity of leaders at all levels to bring about sustained improvement is developing well. While there are links between the upper and lower schools, particularly at senior leadership level, the integration of the two schools into one academy is not fully established. For example, the initiatives to improve the quality of teaching were implemented in the upper school and not across the full age range. The upper and lower schools operate more as adjacent establishments than one school. This means that there are missed opportunities to share the best practice across the academy and secure even more rapid improvement.

## External support

The academy has benefited from a varied range of well-focused support. The ARK system for managing data provides the academy with a very effective tool for keeping performance under close scrutiny. Support from the Specialist Schools and Academies Trust has helped establish robust systems for checking the quality of teaching and learning. The work of individual consultants and advisers has had a positive impact. Open, honest partnership working between the senior leaders, sponsors, the School Improvement Partner and governors has led to an effective balance of support and challenge.



## Main Judgement

The academy has made good progress towards raising standards.

## Priorities for further improvement

- Strengthen links between the lower and upper schools to ensure that approaches to improvement are implemented across the academy.
- Increase opportunities for students to have a greater influence on the academy's growth and development.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Academies Group at the Department for Education (DfE). This letter will be posted on the Ofsted website.

Yours sincerely

Linda McGill  
Her Majesty's Inspector

cc Chair of the Governing Body  
the Academies Group, DfE [ [Paul.hann@dcsf.gsi.gov.uk](mailto:Paul.hann@dcsf.gsi.gov.uk) ]

