

Globe Academy

Inspection report

Unique Reference Number	135584
Local Authority	N/A
Inspection number	363005
Inspection dates	30–31 March 2011
Reporting inspector	Linda McGill HMI

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

Type of school	Academy
School category	Non-maintained
Age range of pupils	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	918
Appropriate authority	The governing body
Chair	Paul Marshall
Headteacher	Jason Baigent
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. The inspection team observed 39 lessons taught by 39 teachers; some were observed jointly with members of senior staff. Inspectors held meetings with the Principal and other senior and middle leaders, groups of students, the Chair of the Governing Body and a representative of the sponsors. They observed the academy's work, and looked at documents including the academy's plans for development, minutes of meetings of the governing body, assessment and monitoring information and policies and procedures for safeguarding students. Questionnaires returned by 89 parents and carers and 78 students were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether attainment has risen so that it is broadly average in all phases, in particular in mathematics in Key Stage 2 and in history, geography and art and design in Key Stage 4.
- How far inconsistencies in progress have been ironed out, so that the academy is adding value at all key stages.
- Whether the quality of teaching is securely good enough to promote consistently good learning and progress.
- How effectively leaders and managers at all levels contribute to the academy's drive for improvement.

Information about the school

Globe Academy is one of several sponsored by the charity ARK. It opened in September 2008 and is smaller than the average secondary school. Just under a quarter of the students in Year 7 transfer from Tronador, Globe's primary phase, with the remaining students coming from about 50 different primary schools. Students are organised into four 'small schools', one for primary-aged students, two for those in Key Stage 3 and one for Key Stage 4 students. The academy's intake is ethnically and linguistically very diverse, reflecting the local population. The largest groups of students are of Black African, Black Caribbean and Bangladeshi heritages. About two thirds of students speak English as an additional language and over 30 different languages are spoken. The proportion of students known to be eligible for free school meals is much greater than average, as is the proportion who have special educational needs and/or disabilities. In the main, students' difficulties relate to their learning, communication or behaviour.

The academy's specialisms are in mathematics and the performing arts. The Early Years Foundation Stage comprises a Nursery and two Reception classes, housed in a newly built unit. The rest of the academy's accommodation is a striking mix of Victorian, 1960s and contemporary buildings.

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?

2

The school's capacity for sustained improvement

1

Main findings

Globe Academy is a good school. It is rapidly improving and the speed of improvement is impressive. There have been notable successes in raising students' aspirations and enabling them to overcome barriers to learning. Across the academy, attainment has risen to at least average levels because all groups of students are making good and sometimes exceptional progress in their learning. Year 11 students are on track to reach the challenging targets that have been set for them.

From the outset, the academy rightly set about tackling the basics and establishing a strong ethos and shared purpose in order to provide a secure platform for further improvement. Staff and students know what the academy stands for and what it is working towards. There is a wholehearted commitment from leaders, teachers and support staff to ensuring that each student has the necessary basic skills and personal attributes that will enable all to succeed. Expectations of students' behaviour and attitudes are high. The students respond very well to this; their behaviour is excellent and they work hard, and these attributes make a strong contribution to their learning. Students are rightly proud of what they have achieved. From the youngest children in the Nursery through to the oldest in Year 11, students have confidence in their abilities and enjoy school a good deal. The students feel exceptionally safe in the academy and, increasingly, in the local area.

Each student is well known to the members of staff in their 'small school'. One student commented, 'It is like a second family.' The approach to meeting individual learning needs and to supporting students through difficult times in their lives is exemplary, and has a powerful impact on academic progress and well-being. Well-organised and creative working with a wide range of partners enhances students' experiences and broadens their horizons a great deal. The wealth of information about students' attainment and progress is used extremely well to determine the next steps for individuals and groups.

The academy's approach to improving teaching and learning is rigorous and demanding; expectations of the teachers' performance are as high as those of the students. Teaching is generally good and some is outstanding. However, there is still teaching that is no more than satisfactory and work remains to be done to eliminate inconsistencies and bring all teaching up to the level of the best.

Leadership is outstanding. The Principal, senior and middle leaders form a powerful, inspirational team. Everyone understands the part they play in improving the outcomes for students. Thorough and regular checks are made on performance and the academy is highly self-critical. The governing body and sponsors are rigorous in holding senior leaders to account, and contribute exceptionally well to the academy's strategic direction. Targets are very challenging, but the swift rate of progress over the past two years and the strong

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self-belief that pervades the academy mean that they are achievable. The capacity for further improvement is excellent.

What does the school need to do to improve further?

- In order to raise students' attainment, ensure that the quality of teaching is good or better in at least 80% of lessons by December 2011.
- Eliminate inconsistencies in teaching by ensuring that all teachers:
 - mark students' work in accordance with the academy's policy, provide constructive feedback to students on what they need to do to improve and give them the opportunity to respond to the comments
 - use a wide variety of methods to assess students' learning during lessons, in particular using questions to probe their understanding more deeply and encourage the students to explain their reasoning
 - make sure that tasks and activities always match precisely the next steps that students need to take in their learning and are appropriately challenging
 - do not let the pace of learning slip.

Outcomes for individuals and groups of pupils

2

Observations in lessons in all key stages, work in students' books and the academy's assessment information confirm that attainment is now broadly average. It has reached this level from a very low starting point for most students, especially those of secondary age, indicating a good rate of progress. Concerted efforts were made to boost the attainment of last year's Year 11 students in English and mathematics. The students made exceptional progress in these subjects, closing the gap considerably on the national figure, although their attainment overall remained low. The relative underperformance in some subjects at GCSE and in mathematics at Key Stage 2 has been robustly dealt with; students are now reaching the levels they should and in some cases, such as in mathematics in Year 6, expected levels have been surpassed. From the Nursery class onwards, students' progress is meticulously tracked. Steps, tailored to the needs of the individual, are quickly taken should any student appear to be falling behind. The result is that all groups of students, including those who have special educational needs and/or disabilities and those learning English as an additional language, are making good progress and achieving well. The performing arts have a good influence on students' confidence and attainment in mathematics has risen considerably since the academy opened.

In lessons, students listen attentively to their teachers and to one another and are genuinely interested in their studies. For example, Year 10 students responded thoughtfully to the teacher's questions in a religious education lesson. In a mathematics lesson in Year 5, students' confidence in their abilities shone through. Students cooperate well and support one another. They have a good understanding of healthy lifestyles and enjoy physical activity; the primary students' enjoyment of boxing and the secondary students' enthusiastic participation in group skipping are two notable examples. All students have responsibility of some kind within the academy and respond well to this; the door managers, for example, take their duties seriously and older students are conscious

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that they are role models for younger ones. The academy's determined efforts have resulted in average levels of attendance and a substantial reduction in the rate of persistent absence. This, together with the students' excellent behaviour and attitudes, means that students are well prepared for the next steps in their education and the wider world. Every student in Year 11 has decided to remain in education next year. The academy's strong moral code makes a major contribution to students' good spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers' planning is thorough and detailed. Good account is taken of the needs of individuals. For example, the plans show how those who have special educational needs and/or disabilities or who are in the early stages of learning English will be supported and enabled to participate fully. Support staff are particularly well deployed in this regard and have a positive impact on students' learning. Teachers' strong subject knowledge, high expectations, secure understanding of students' prior attainment and the good relationships they have with students are leading to good learning. Teachers ensure students know the levels they are working at and what they need to do next. At its best, teaching is skilled and inspiring, but there are still some minor inconsistencies. Occasionally, the pace in lessons is undemanding. Work is marked regularly, but the quality of feedback given to students varies and students do not always have the

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opportunity to respond to the teachers' comments. In a few lessons, insufficient attention is given to adjusting tasks and activities to ensure that all students are sufficiently challenged. Most teachers use questions effectively to assess how securely students understand what they are learning, but sometimes questioning can be superficial or require only a short answer.

The curriculum across the academy has a strong focus on literacy and numeracy and meets students' needs increasingly well. For example, students who have particular talents and those who have special educational needs and/or disabilities have access to an exceptional range of additional courses. The programme for students who speak English as an additional language is highly effective. Enrichment activities make a strong contribution to students' progress. The academy's specialisms have a good impact on students' learning, but their full potential is not yet realised.

Students are known as individuals and their needs are paramount. Times of transition are managed exceptionally well and the support for those who are potentially vulnerable is excellent.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The considerable strengths in leadership, management and governance have led to the rapid progress that has been made in improving the quality of provision - especially that of teaching and learning - and outcomes for the students since the academy opened. The academy's core purpose is explicit and everyone is pulling in the same direction. Morale is high and staff at all levels are patently and rightly proud of what has been achieved so far.

Outstanding partnership working is leading to improvements not only in students' academic progress and well-being, but also to supporting teachers who are aspirant leaders. Parents are becoming more closely involved in the academy's work and are strongly supportive. Close attention is given to ensuring that students are safe at all times, statutory requirements are met and procedures to protect students are effective. The academy knows its community well. Students and staff get on exceptionally well together and actions to promote cohesion have positive benefits for the community as a whole. They have also broadened students' horizons and increased their understanding of global citizenship. Discrimination of any kind is not tolerated and actions to boost the progress of all students mean that the attainment gap between Globe students and students nationally has narrowed considerably.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage Unit is a bright and stimulating environment. Colourful and attractive displays illustrate the broad range of activities and experiences that the children take part in. The children make good progress during their time in Nursery and Reception. Taken overall, their development is broadly at the level expected for their age when they start aged three or four, although some have difficulties with speech and communication. When they leave to start Year 1, the proportion of children reaching a good level of development is just above local and national averages. Visits are made to children and their families before they start, which help them to settle quickly and gain confidence. Children's progress is regularly tracked, and plans adapted to meet the needs of individuals and groups. All of the adults have warm and supportive relationships with the children. They make sure that children make progress in learning letters, sounds and numbers, but also give them plenty of scope to explore things for themselves and follow their own interests. For example, during this inspection children noticed how the wind was picking up pieces of paper and decided to make kites. They did this successfully because an adult helped them decide on the resources they needed and supported their attempts to attach string to paper. Effective leadership has ensured consistent approaches to planning and assessment and strong team work.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although the return rate was relatively low, responses to the questionnaire indicate a very high degree of satisfaction with all aspects of the academy's work. It is notable that almost all parents and carers agreed that their children are kept safe, that teaching is good and that the academy is led and managed effectively. Few parents submitted written comments. The findings of this inspection concur with the positive views expressed by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Globe 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 918 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	65	29	33	1	1	1	1
The school keeps my child safe	57	64	31	35	1	1	0	0
My school informs me about my child's progress	56	63	29	33	1	1	1	1
My child is making enough progress at this school	46	52	39	44	2	2	0	0
The teaching is good at this school	51	57	35	39	0	0	0	0
The school helps me to support my child's learning	43	48	42	47	2	2	0	0
The school helps my child to have a healthy lifestyle	38	43	46	52	2	2	1	1
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)	31	35	49	55	1	1	0	0
The school meets my child's particular needs	30	34	52	58	2	2	0	0
The school deals effectively with unacceptable behaviour	49	55	37	42	2	2	0	0
The school takes account of my suggestions and concerns	26	29	54	61	2	2	0	0
The school is led and managed effectively	43	48	41	46	0	0	0	0
Overall, I am happy with my child's experience at this school	56	63	32	36	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



1 April 2011

Dear Students

Inspection of Globe Academy, London SE1 6AG

Thank you so much for the polite and friendly way you welcomed me and the other inspectors when we visited Globe Academy recently. We enjoyed meeting you, talking with some of you and seeing you at work and at play. What you told us was very helpful when we were deciding the outcomes of the inspection.

Some of the youngest students may not be able to read this letter. I would be pleased if older students would read it to them, because this letter is for all of you.

Globe Academy is a good school where teaching is good and you make good progress in your learning.

You are a credit to the academy and to your parents. Your behaviour and the way you concentrate and persevere with your work are impressive.

The staff care for each and every one of you, keep you safe and have high expectations of what you can achieve.

Mr Baigent, the 'small school' leaders, governors and staff all work together exceptionally well with one aim in mind - boosting your learning still further.

We have asked the academy's leaders to take steps to make teaching even better so that all lessons are as good as the best. This will mean that you make even faster progress. The teachers will make sure you have time to respond to their marking and they will ask you questions in lessons that make you think deeply. They will make sure that work is pitched at just the right level for you and they will teach at a brisk pace to keep you on your toes.

You will all be able to contribute to this by continuing to do your best in lessons, and letting your teacher know if your work is too easy or too difficult.

I wish you every success in future.

Yours sincerely

Linda McGill

Her Majesty's Inspector

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