

PROTECT-INSPECTION



Serco Inspections
Cedar House
21 William Street T 0300 123 1231
Edgbaston Text Phone: 0161 6188524
Birmingham enquiries@ofsted.gov.uk **Direct T** 0121 683 3260
B15 1LH www.ofsted.gov.uk **Direct email:** antony.grace@serco.com

20 September 2012

Peter Nutkins
Humphrey Perkins School
Cotes Road
Barrow-upon-Soar
Loughborough
LE12 8JU

Dear Mr Nutkins

Notice to improve: monitoring inspection of Humphrey Perkins School

Thank you for the help which you and your staff gave when I inspected your academy on 19 September 2012 and for the information which you provided during the inspection. I would particularly like to thank the staff and pupils who gave generously of their time to talk about their work. Members of the governing body were not available at the time of the inspection visit. A number of parents were visiting the academy, giving the opportunity to speak to them directly during the visit.

Since the previous inspection the academy has had a change to 11-16 status confirmed, starting from September 2013. The senior leadership team has been restructured and significant staffing changes have taken place, including at middle leader level.

As a result of the inspection on 8 February 2012, the academy was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the academy is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Teacher assessment in 2012 indicates that attainment continues to be well above average and is improving. This is particularly true in non-core subjects, where progress was found to be weaker at the previous inspection. Staffing changes have led to a stronger teaching profile across the school but particularly in formerly relatively weaker areas of the curriculum. At the same time, improvements in teaching and learning and leadership and management practice have increased the consistency of pupil progress across all subject areas. The academy has identified and is successfully addressing any areas of underachievement for different groups of

pupils. In particular, rigorous intervention programmes, including for phonics teaching, is helping those who have difficulty with reading to make often rapid increases in reading ages. When fully embedded, these programmes are intended to contribute significantly to narrowing any gaps in performance.

The academy has introduced a consistent approach to marking based on 'two stars and a wish'. During the inspection this was very evident in all subject areas. All work seen was regularly marked at this relatively early stage of the school year, and is being regularly monitored by curriculum team leaders. There were many examples of marking that gave clear advice on how pupils might improve their work. The pupils themselves commented positively on the improvement to the feedback that they now receive from teachers. Lesson planning is thorough, detailed and completed to a common format. This indicates how lessons will be adjusted to cater for the needs of different groups within a class, based on their prior attainment and learning. Information concerning the needs of those requiring additional help are now systematically recorded, shared with and increasingly used by staff. This strategy is a relatively recent development that has yet to be fully embedded in all classrooms.

The school behaviour management policy has been carefully revised and made explicitly clear to staff and pupils alike. During the monitoring visit behaviour was good both in classrooms and around the site. In the few instances where there was any minor off-task behaviour, it was closely related to the lack of pace and challenge offered by the teaching. Most teaching offered a suitable range of interesting tasks that engaged pupils well. Pupils commented that there has been a significant improvement in learning and behaviour and this is confirmed by a substantial decrease in the number of recorded incidents of inappropriate or unacceptable behaviour. Parents visiting the academy reported that they were pleased with the conduct that they observed. Exclusions have reduced significantly. A small number of pupils who offer particular challenge are provided for well by the Skills Academy, some returning successfully to mainstream classes after a few weeks.

The strong progress made against all weaknesses seen at the last inspection is due to very effective leadership. The headmaster has a clear vision for the academy, which includes an ethos of distributed leadership and accountability. He has backed this up with highly effective management systems that have made a strong impact on achievement, behaviour and teaching. Recent appointments have strengthened the staffing and professional development has contributed well to improved classroom practice. The academy staff, notably at middle leader level, have embraced the vision and ambition of the headmaster. They are already making a strong contribution through the effective monitoring, evaluation and improvement of the work of their subjects or other key areas of responsibility. The restructuring of the senior team has led to them having more clearly focused roles that are well aligned to school priorities. Leaders and managers report that they feel increasingly empowered to move the academy forward and accept the accountability that this

brings. Specialist status in creative subjects continues to contribute well to the success of the academy.

Good progress is being made against all areas of the action plan. This includes appropriate and effective support from a range of external partners which the academy is managing effectively to support its priorities. Governors have an effective committee structure that is aligned to school priorities, but the minutes of meetings do not record a high level of challenge to school leaders and managers or make clear how governors hold the academy to account.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Martin
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2012.

What does the school need to do to improve further?

- Raise achievement by:
 - tracking the impact of phonics teaching to ensure pupils who need help with their reading catch up more quickly
 - increasing to at least good the progress pupils make in subjects other than English and mathematics.

- Improve the quality of teaching by:
 - ensuring pupils' work is marked frequently and that marking shows pupils how to improve
 - helping teachers to use assessment information to plan work of an appropriate challenge for the range of needs in each class.

- Minimise disruption to learning in lessons by:
 - ensuring staff consistently implement the behaviour management policy
 - providing engaging activities for pupils with plentiful opportunities for them to learn actively.

- Improve the quality of leadership and management at all levels by spreading the good practice that exists among some senior and middle leaders.