

# Humberston Academy

Humberston Avenue, Humberston, Grimsby, Lincolnshire DN36 4TF

## Inspection dates

12-13 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b> <b>1</b>
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school. Select

- Academy leaders and governors have driven considerable improvement over a very short time.
- High achievement, personal development and well-being of individual students are at the heart of everything this academy does.
- Many students attending the academy had, in the past, experienced inadequate teaching and for many, their achievement was inadequate. Achievement for all groups of students is now outstanding. This has been the direct result of inspirational leadership and the dedication of all staff, the rapid improvement in the quality of teaching and the excellent care students receive.
- Teachers have high expectations of their students, and students themselves are highly aspiring.
- The academy has many teachers who teach consistently outstanding lessons, but not all do. In a few lessons, the most-able students do not make as rapid progress as others do. Staff are ambitious and all recognise they can improve further.
- The improvement in the quality of teaching has been systematically developed through rigorous management of teachers' performance and excellent programmes for their professional development. These programmes are tailored to the needs of each teacher. Teachers work collaboratively to improve.
- The academy considers students' personal development is as important as their academic development. Students are keen to learn, confident and ambitious. They have very well developed social skills and demonstrate high moral standards. Their behaviour is outstanding. Students show respect for all adults in the academy and they express appreciation for what adults do for them. Students show care for each other.
- Older students talk in detail about the improvements they have seen in their academy. Students and staff are proud of their academy.

## Information about this inspection

- Inspectors worked with senior staff while observing teaching and learning and reviewing work previously completed by students and their current work. Inspectors observed 34 lessons taught by 32 different teachers. They also made shorter visits to lessons.
- Inspectors spoke to many students during break and lunchtimes, and during lessons.
- External reviews of the academy’s performance were taken into account and there was a discussion with the chief executive officer of the academy trust. Meetings were also held with leaders at all levels and with staff.
- Inspectors looked at a wide range of documentation, including internal and external data about students’ progress, academy development planning, behaviour and attendance records and students’ work. They investigated safeguarding procedures and records.
- When planning the inspection, consideration was given to the 20 responses to the on-line questionnaire (Parent View). A further 43 responses were made during the inspection and all were taken into account. They also took responses made by staff to a survey into account.

## Inspection team

Neil Mackenzie, Lead inspector	Additional Inspector
Mick Blaylock	Additional Inspector
Paul Copping	Additional Inspector
Geraldine Hutchinson	Additional Inspector

## Full report

### Information about this school

- Humberston Academy is a smaller than average secondary academy. Applications to join the academy have exceeded available places for the last two years. An increasing number of students are now attending from a neighbouring local authority.
- The school converted to an academy in September 2011. It is a member of the David Ross Education Trust of schools.
- The executive Principal and a vice Principal of the academy are seconded, part-time, to another academy within the trust to support its improvement. This has resulted in some reorganisation within the groups of senior leaders at Humberston including the appointment of an associate Principal.
- The proportion of students who are known to be eligible for the pupil premium funding is significantly lower than the national average.
- Almost all students have White British heritage. English is believed to be an additional language for very few students.
- The proportion of students supported at school action is higher than that found nationally. The proportion of students supported at school action plus or with a statement of special educational needs is also above average.
- Five students attend off-site provision. One student attends the Grimsby Motor Project for one day a week, and four are full-time attendees of the Western Young People's Centre.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Humberston Academy converted to become an academy on 1 September 2011. When its predecessor school, Humberston Mathematics and Computing College, was last inspected by Ofsted, it was judged to be good.

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

- Ensure that all teaching is consistently good and increase the proportion that is outstanding by:
  - making certain all teachers, when planning lessons, match learning activities to the specific needs of individual students, particularly the most-able
  - further developing teachers' skills in constantly gauging students' understanding throughout lessons, and ensuring that teachers adapt learning activities to maintain rapid progress
  - using every opportunity to ensure that students think deeply about what they are learning
  - increasing the opportunities for students to take charge of their own learning, developing the skills needed for them to learn independently.

## Inspection judgements

### The achievement of pupils is outstanding

- The attainment on entry to the academy for students currently in Key Stage 4 was broadly average. However Key Stage 3 students have entered the academy with higher levels of prior attainment.
- From their starting points, students make rapid and consistent progress in most subjects and particularly in English and mathematics where GCSE results are significantly higher than those seen nationally.
- The academy sets highly ambitious targets for its students. Its system to track student progress is exemplary and it enables teachers and academy leaders to spot an individual student's drop in performance quickly. They then respond swiftly with precise support to ensure that students return to their high levels of achievement.
- There is almost no variation in the progress of different groups of students, which demonstrates that the academy is promoting equality of opportunity. Last year students who are known to be eligible for the pupil premium did not perform as well as others in the academy. However these gaps in attainment and in progress have now closed and academy students who are known to be eligible for the pupil premium perform as well as all other students do nationally.
- Due to the excellent quality of additional support and care, the achievement of disabled students and those who have special educational needs, is also outstanding.
- The progress of students who attend courses off site is monitored well, and they too make excellent progress.
- A significant factor in improving progress overall, is the considerable improvement to the development of students' literacy and numeracy skills. Additional resources have been directed towards the improvement of Key Stage 3 students' reading skills. This has been very effective and students' reading scores have increased.
- The academy has used early entry for GCSEs in English and in mathematics to help raise achievement. Students' final grades have not been limited by this, and all achieve as well as they can.
- Outstanding levels of achievement, excellent standards in basic skills and highly developed personal skills prepare Humberston students exceptionally well for their next step in education or employment.

### The quality of teaching is outstanding

- All aspects of teaching have improved rapidly and a high proportion is now outstanding. Lessons are almost always good or outstanding. There are extensive opportunities for students to do extra work at the academy and homework is used well to consolidate learning or to help students prepare for future learning. Students are guided very well on how to improve, and for those who need additional support, care and guidance are of the highest quality. Students say that their teachers are always keen to help, freely giving up their own time. Older students say the biggest improvement they have seen over recent years is in the quality of teaching. Almost all parents who expressed a view through the questionnaire agreed that their child is well taught.
- Where teaching is strongest, teachers are confident practitioners and students thoroughly enjoy their learning. Students know clearly what they have to learn and why. There is a very effective blend of group, paired and individual activities. The quality of discussion is high and always focused on the task. Students routinely explain or justify their answers and opinions. Teachers know their students very well; consequently they give specific guidance and tailor activities precisely to their needs. These teachers use questioning skilfully to help students deepen or extend their understanding. Teachers have excellent subject knowledge and plan learning activities that systematically build students' understanding. Very effective use is made of

students taking charge of some activities, explaining or demonstrating to others.

- When teaching is not outstanding, teachers tend to dominate the lesson for too long, giving insufficient time for students to develop the skills they need to learn independently. Learning activities tend to be targeted at 'an average' student, so the rate of progress of more-able students slows. In these lessons, teachers are not as skilled at observing students' responses, or identifying when progress slows. They are less confident in adapting activities during the lesson to maintain rapid progress and the students' interest.
- Teachers consistently apply academy policies, including the assessment of students' work. Students are able to understand how well they have done, and how to improve their work. Where practice is best, teachers ensure that students have opportunities to act on their advice.
- The contribution made by teaching assistants is of high quality. They know precisely how to support individual students who are disabled or those who have special educational needs. Their work is well planned and well coordinated.

### **The behaviour and safety of pupils** are outstanding

- Humberston students are keen to learn and take part in lessons and in a wide range of enriching activities with enthusiasm. They get on extremely well together. Break and lunch are times when students converse and develop social skills. Students say that bullying is rare and restricted to name calling. They also say that when it does happen action taken is swift and effective.
- Despite congested corridors, students' movement round the academy is exemplary. They are always calm and polite. Voices are never raised, and students are to be congratulated for their high levels of attendance and punctuality. Students cannot take their bags into some classrooms because the spaces are too small. However, students confidently leave personal possessions unattended and they say they are never tampered with. Students consistently exhibit high moral standards; they demonstrate tolerance and understanding of the needs of others. They show respect for other students and the adults they work with.
- The academy monitors the behaviour of all students including those few students who attend some or all of their lessons at a different site. These students behave well because their courses and activities match their needs. Academy records show that the behaviour of all students has improved over recent years because students now appreciate what the academy offers them. They feel valued and enjoy their education. The use of exclusions is currently low.
- Students say they feel very safe in and around academy, and parents agree. All students say there are many adults they can turn to if they need help or advice. Relationships between students and adults in the academy are strong and students feel well cared for. Students are taught how to be safe through practical subjects, ICT, their courses in ethics and morals and through the extensive enrichment programme.
- The academy makes successful efforts to work with parents, even those who are difficult to reach.

### **The leadership and management** are outstanding

- The principal and governors communicate their vision for Humberston Academy very clearly. They are highly ambitious and dedicated to achieving the very best education for their students. Over recent years they have successfully driven considerable and rapid improvement across all aspects of the academy. Consequently, students' achievement and their personal development are outstanding.
- When leaders and governors talk about successes they talk about individual students because, for them, every student is important. This results in a positive place to learn and grow intellectually, emotionally and spiritually. Students leave this academy as confident, articulate and well rounded young people.
- Behind this passion lies sophisticated monitoring systems which enables leaders and teachers to analyse the effectiveness of all that they do. So, any student's drop in progress can be rectified

quickly. Weaker performing subjects are identified and effective action plans are implemented. High standards of behaviour, including attendance and punctuality are maintained.

- Leaders can accurately identify strengths and areas for improvement in teaching. This dictates the content of professional development, much of which is customised to meet the needs of individual teachers. Teachers speak very highly of professional development groups where they work collaboratively, sharing best practice. Experts from outside the academy are also engaged in supporting an excellent system for professional improvement.
- Teachers' performance is monitored closely and successes are appropriately rewarded with pay progression.
- A wide range of enriching activities contributes significantly to students' personal development. Students speak highly of the sporting opportunities they have, and inspirational visitors ensure that the students' ambitions are set high. Students' spiritual and cultural development is extended through a wide range of activities including high quality ethics and morals classes, assemblies and dedicated activity days like Latin America Day.
- The part-time secondment of two of the most senior leaders to a neighbouring academy has not affected Humberston's improvement because leaders at all levels are highly capable and effective. The academy's ability and ambition to continue to improve is excellent.
- **The governance of the school:**
  - The governing body has taken key decisions which have driven significant improvements to the quality of secondary education within this community. It has closely monitored the work of the academy and challenged the principal when it perceived any slowing of improvement. It has supported staff too, particularly in times of need. The governors have a good range of expertise which enables them to evaluate academy performance data expertly and ensure financial stability. The governors can account for the effective spending of academy income including the pupil premium. The governors ensure that safeguarding procedures meet requirements, and know how to protect children effectively. The governors are not complacent and know that as their academy improves, their role will change. Through the excellent leadership of the Chair, they are well equipped to make the academy even more successful.

## 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>	137200
<b>Local authority</b>	Not Applicable
<b>Inspection number</b>	400167

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	730
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Harrison
<b>Principal</b>	Brian Sarahan
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01472 319990
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