

# Sir William Robertson Academy

Main Road, Welbourn, Lincoln, LN5 0PA

**Inspection dates** 18–19 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement in English, particularly the progress all students make from their starting points is not yet good.
- Too much teaching in English requires improvement and is not yet consistently good enough to secure good achievement for all.
- Overall, the quality of teaching is improving and much is good or better, but there is still inconsistency. Often not enough allowance is made for the different abilities of students and not enough time is allowed for students to think about or discuss their work. The quality of marking and assessment is only rarely of the highest quality.
- The academy's strategies to develop literacy across all subjects are underdeveloped.
- Governance of the academy requires improvement, as governors rely too heavily on information provided by senior leaders.
- The sixth form requires improvement. All teachers do not yet have the subject and teaching expertise to ensure high quality learning.
- Leaders of the academy, whilst driving improvements and making a difference, are not consistently checking the quality of teaching to ensure that it is always effective.

### The academy has the following strengths

- The quality of teaching is consistently good or better in subjects such as mathematics, physical education and modern languages. Achievement in mathematics is consistently strong.
- Students feel safe and well cared for. Bullying is dealt with effectively. Students and parents overwhelmingly testify to this.
- Students who have special educational needs and disabilities make good progress and are well supported. The school is successful in providing an inclusive environment for these
- Behaviour in the academy is good; students are polite, well-mannered and well prepared for their learning. The relationships between students are respectful and supportive. Students speak highly of their teachers; there is a strong sense of community in the academy.
- The school's policy of promoting tolerance and understanding of different cultures is effective and strong.
- The headteacher and senior leaders have made a difference and have driven up

students to thrive and be happy.

standards.

## Information about this inspection

- Inspectors observed parts of 38 lessons, three of which were jointly observed with senior leaders.
- Other aspects of the academy were also observed including break and lunch times and tutor group time.
- Meetings were held with senior and subject leaders, groups of students, and representatives of the governing body. A telephone call was held with the Chair of Governors.
- Inspectors reviewed academy documentation, performance data, the minutes of governing body meetings, records relating to behaviour and attendance, and they looked at samples of students' work during lesson observations. The academy's central record of checks on staff was also scrutinised.
- Inspectors took into account the responses of 57 parents to the online questionnaire (Parent View). They also considered the views of staff, including those expressed in 70 responses to the staff questionnaire.

## Inspection team

Zarina Connolly, Lead inspector	Her Majesty's Inspector
Sally-Ann Harding	Additional Inspector
Peter McKenzie	Additional Inspector
John Peckham	Her Majesty's Inspector

## Full report

### Information about this academy

- Sir William Robertson Academy converted to become an academy on 1 October 2012. When its predecessor school, known as Sir William Robertson High School, was last inspected by Ofsted in 2010, it was judged to be satisfactory in its overall effectiveness.
- The academy is smaller than an average-sized secondary school.
- The proportion of students with special educational needs supported at school action level is lower than national averages.
- The proportion of students with special educational needs supported at school action plus or with a statement of special educational needs, is higher than national averages.
- The proportion eligible for the pupil premium, (additional government funding to support students eligible for free school meals, those whose parents are in the armed forces or students who are looked after) is below average.
- The academy uses off site support from Hill Holt Wood.
- A new sixth form was established in September 2012, and the first group of students following advanced level courses is completing its first year. At the time of the inspection there were 35 students in Year 12, but this number is expected to increase next year. Results from recent AS level examinations were not published at the time of the inspection.
- The academy has no published GCSE exam results at this point. The predecessor school met the government's current floor standards, which sets the minimum requirements for students' attainment and progress in English and mathematics.

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

- Improve the quality of teaching so that a greater proportion is good or better, by ensuring that all teachers:
  - plan lessons which build in time for students to develop their independent thinking skills
  - match learning activities closely to the ability and needs of all students
  - mark and assess students' work more effectively, giving students time and opportunity to respond to constructive comments and correct mistakes.
- Raise achievement in English by:
  - monitoring the quality of teaching and learning more frequently so that rapid and sustained improvements are made
  - ensuring that assessment in English is accurate enough to properly track the progress of all students and judge the quality of learning across groups
  - plan lessons which engage, interest and challenge appropriately, all learners.
- Improve the sixth form by:
  - ensuring a rigorous evaluation of the quality of A-level teaching
  - ensuring all staff are fully prepared to give high-quality advice and guidance to students preparing for university
  - provide better enrichment to promote safety, health and well-being and more opportunities for students to build wider skills and experience.
- Develop leadership and management by ensuring:
  - monitoring activities are appropriately rigorous and lead to greater consistency

- that the impact of training to improve teaching is fully evaluated and that when underperformance is identified, swift action is taken to improve the quality of teaching and student achievement
- that all members of the governing body receive appropriate training and development so that they are better skilled to use range of ways to hold academy leaders to account.

An external review of governance should be undertaken in order to assess how this aspect of the academy may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Student attainment on entry is slightly is broadly in line with national averages. There are fewer low attaining students than those found nationally.
- The examination results in 2012 for English in the predecessor school were significantly below national averages. Whilst current academy information about how well students are doing suggests this will improve, this is not matched by progress seen in students' work and in English lessons.
- Achievement in mathematics is mostly good or better. This is because the department has focused on developing teaching that enables all learners to make progress. The academy's forecast for student progress in maths, supported by early entry results and accurate assessments, suggest that students studying this subject will make more progress than seen nationally.
- Students who have special educational needs and disabilities make better progress than national averages and this is attributed to well-targeted support and intervention. Effective education is provided away from school; a link established for students who are at risk of not doing as well as they should.
- A culture of reading is not evident across the academy; reading is not actively promoted throughout the academy effectively, especially in lesson times. Students say they are mainly asked to read for pleasure when they have 'finished their work'.
- However, the academy's reading strategy, aimed at low-attaining students in Year 7, has resulted in rapid gains in their reading skills, which has brought them close to age-related expectations. Well-targeted guidance and support has meant that nearly all these students have made expected progress. This is supported by the Year 7 catch up grant.
- Students' other literacy skills, such as spelling, writing and speaking, are not yet developed systematically across all subjects and still require improvement. There is no clear and effective policy to develop these skills.
- Students known to be eligible for free school meals outperformed other students in the English and mathematics examinations of 2012 in the predecessor school. Whilst this exceptional performance is not set to continue this year, based on the academy's own check on student progress, the gap in attainment is forecast to be equivalent to a third of a grade. This is much better than the gap seen nationally.
- The academy has an early entry policy for mathematics. In the 2012 examination for the predecessor school, the proportion of those achieving higher grades was less than nationally. Senior leaders are aware of this and are committed to drive up achievement for the more able by only entering those students who are able and ready to sit their examinations. As there are no published results, the impact of this strategy cannot be evaluated.
- Achievement in the sixth form cannot be effectively judged at this stage, as the first set of examination results will not be available until August 2013. In the lessons observed by inspectors, there was variable achievement – some outstanding, some good and some requiring improvement. The academy's methods for the internal assessment of achievement and progress are developing but are untested against external standards. Most students, spoken with, were happy with the progress they were making.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because the majority of English teaching and a proportion of teaching in the sixth form are less than good. Teaching in other areas

of the academy is also variable in quality, although much is good and outstanding.

- In the weaker lessons, too much emphasis is often placed on teaching to the requirements of the test or examination, rather than carefully building the skills, knowledge and understanding of students in the subject. This leads to lessons that are uninspiring and sometimes uninteresting.
- Not enough allowance is made in some teachers' planning for the different needs and abilities of students. Too often, all have the same work to complete which causes the pace of learning to be too slow for some and too fast for others. Teachers' questioning in these lessons lacks depth and challenge and students often get too little opportunity to think about and talk about the learning to deepen their understanding and knowledge.
- The quality of marking is very variable, but rarely of very high quality. Sometimes it is infrequent. More often, work is marked regularly, but superficially, with brief comments like 'well done', or 'excellent work'. Only in a very few cases are books marked with clear areas for improvement and show evidence that students have made corrections or acted on the advice of their teachers.
- Over half of the teaching observed in the inspection was good or better, a fifth was outstanding. Here, teachers show an excellent knowledge of their subject and so are able to ensure that students fully explore the depth and breadth of each topic. Good allowance is made for the individual needs of each student and teachers have an excellent understanding of the progress that each student is making.
- In an outstanding Year 12 mathematics lesson for example, students were given a series of carefully structured activities to build their understanding of binomial distribution. The work was challenging, but the teacher carefully checked understanding using whiteboards and questioning and so sustained a relentless pace which gave no time for students to wander off-task. Students engaged in high-level discussion about their mathematics and even the weakest left the lesson with a real sense of achievement.
- In an outstanding citizenship lesson, the teacher skilfully facilitated a lively debate and helped to develop excellent communication skills, whilst exploring difficult moral and social issues around justice, stewardship and compassion. Students were allowed to express their opinions and question points of view respectfully.
- Consistently good or better teaching was seen in physical education, modern foreign languages and humanities. These were characterised by high expectations, skilful questioning to deepen understanding and learning tasks which built on the teacher's accurate understanding of student ability.

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

- Students say they feel safe and well cared for. They have a good understanding of the different forms of bullying. They know how to report bullying, are confident that it will be dealt with swiftly by the adults in the academy. Parents overwhelmingly agree with this view.
- Attendance is good and compares favourably with national averages. Persistent absences are few and below national averages.
- The academy has not provided a suitable programme for students in the sixth form to promote their safety and wellbeing. They have had no opportunities such as 'young driver' awareness programmes or access to sexual health guidance and advice which would help to promote safe practices and reduce risks to their health and wellbeing. The academy's support and guidance for those planning to apply to university is not well enough developed to ensure that all students are prepared with an effective application strategy and enough background knowledge of higher education.
- Behaviour management policies are not always consistently applied by teachers, resulting

in low level disruption caused by a few students continuing for longer than it should. Staff and students are in agreement with this. In addition, students say that rewards used to promote good behaviour are not valued by many students, especially in years 9 and 10.

- Students say they like the way the academy mixes students from different year groups in tutor groups and some report improved relationships between different age groups. The time in tutor base sessions, however, is not well used and this is a missed opportunity to improve the personal and social skills of students.
- Students display good manners and they are respectful and courteous in unstructured times, in many lessons and towards adults of the academy and visitors.
- Students understand risk and are aware of how to keep safe, in particular cyber bullying.

### **The leadership and management requires improvement**

- The leaders of the academy have begun to implement a rigorous analysis of their check on student progress, which has made it easy for all teachers to identify underachievement early. In years 7 to 9, this early identification has led to targeted support and guidance but it is too early to judge the impact of this work on achievement.
- There is inconsistency between subjects and departments about the use of estimated, projected or 'working at' grades in the sixth form, where neither students nor leaders and managers have sufficiently accurate data by which to judge the progress of individuals or groups.
- The leaders of the academy were able to accurately judge the quality of teaching and learning during the inspection during joint observations. The quality of teaching overall has improved as a result of the breadth of continuous professional training and development. For some teachers this improvement could be more rapid with more systematic analysis of exactly which aspects of teaching need to be improved.
- The curriculum has been broadened by the academy, which has led to greater achievement, especially of the less able because it is appropriate, interesting and engaging. Experiences outside the classroom and academy such as trips to the V&A museum, Shakespeare in Schools festivals and theatre visits, to name but a few, contribute to enriching students' cultural understanding and broadening their horizons. The headteacher of the academy ensures that all students study religious education in order to further develop their religious and cultural awareness and tolerance. The academy's vision of 'A.S.P.I.R.E' is known well by students and further promotes the academy's strong commitment to equal opportunities.
- Social and emotional aspects of learning are mainly delivered through 'tutor base' times but these are not always effectively used. Inspectors observed time wasted. For example, little effort was made by teachers to develop their form's understanding of the 'thought for the day'.
- The academy has improved its spiritual, moral and cultural awareness- as well as gaining the International School Award, there are many opportunities for students develop their understanding of the wider world and different cultures and religions. When students take part in visits to mosques in Leicestershire, for example, their attitudes and behaviour have always been commendable and a credit to the academy.
- Subject and pastoral leaders are improving the regularity and way in which they are checking that teacher standards are high. However, monitoring and evaluation activities lack rigour at times and do not always lead to the necessary improvements being made. For example, checks made on students' books have not led to the required improvements being made to teachers' marking across all subjects.
- The headteacher of the academy has demonstrated his commitment to ensuring the performance management process is used to help drive up standards in the classroom and



the achievement of students. Teachers, whose performance has been less than good, have not been allowed pay rises until high standards in teaching and student results are achieved consistently. The plans to support teacher performance through this process in terms of training and development, are not evaluated thoroughly enough to ensure good and swift improvements in the quality of teaching and value for money.

- Teachers and parents overwhelmingly support and have confidence in the leadership of the academy.
  - Arrangements for safeguarding and child protection meet statutory requirements.
  - The governance of the academy:
    - The governors of the academy have good commitment to improving outcomes for the academy but they are not yet effective in ensuring that they are sure about the quality of teaching and learning, behaviour and achievement and are overly dependent upon the headteacher for information about the progress the academy is making towards targets
    - The performance management of the headteacher is carried out effectively with the support of external advisers
    - Governors are beginning to understand the financial implication of converting to an academy and have taken external advice and guidance
    - Governors are aware of how government funding, such as pupil premium and Year 7 catch up, is used to improve the achievement of those students at risk of falling behind, but are not aware of whether it has been successful or not.
-

## 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>

## Academy details

<b>Unique reference number</b>	138839
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	420105

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	830
<b>Of which, number on roll in sixth form</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ven. Brian Lucas
<b>Headteacher</b>	Mark Guest
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01400 272422
<b>Fax number</b>	01400 273780
<b>Email address</b>	enquiries@swracademy.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

