

Havant Academy

Wakefords Way, Havant, PO9 5JD

Inspection dates

3–4 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:		
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Achievement is inadequate. GCSE results are significantly below average. Students do not make enough progress from their starting points in most subjects, including English and mathematics. Students' progress is particularly weak in Key Stage 3.
- Disabled students and those with special educational needs make less progress than others.
- Too much teaching is inadequate or requires improvement. Students of all abilities are not provided with enough challenge in lessons. Teachers' marking does not always provide clear enough guidance on how to improve work.
- The Key Stage 4 curriculum does not offer enough variety to meet the needs and interests of all students.
- Behaviour and safety are inadequate. Exclusions are above average. Students do not always show positive attitudes towards their learning and a small number regularly disrupt lessons. Attendance has risen in 2013, but too many students are frequently absent from the academy.
- Leaders have not taken effective enough action to improve standards across all year groups. Pupils' achievement and teaching are taking too long to improve significantly.
- Governors have not held leaders to account sufficiently for the academy's continuing weaknesses. The quality of leadership, including governance, is inadequate.

The school has the following strengths

- The very recently appointed Principal, Chair of the Governing Body and restructured leadership team have a clear understanding of what needs to improve. They demonstrate firm resolve and staff show confidence that planned improvements will take effect from September 2013.
- Students feel safe at the academy and have confidence that teachers will provide help if they need it.

Information about this inspection

- Inspectors observed 28 lessons, where they evaluated the quality of teaching and looked at work in students' books. Sixteen of these observations were conducted jointly with members of the senior leadership team. Four shorter visits were also made to lessons to focus on the quality of teaching, and reading and writing skills. These took place jointly with a senior leader.
- There were no responses to the Parent View online questionnaire for inspectors to consider. Inspectors took account of the views of 46 replies to the staff questionnaire.
- Inspectors met with the Principal, senior and middle leaders, a representative from the academy sponsor and two members of the governing body.
- Inspectors met with groups of students of different ages and abilities. They discussed achievement, teaching, behaviour and safety.
- Inspectors checked the school's analysis of how well it is doing, records of students' attainment and progress, attendance and exclusion data, and safeguarding procedures.

Inspection team

Russell Bennett, Lead inspector

Her Majesty's Inspector

Raye Allison-Smith

Additional Inspector

Andrew Lyons

Additional Inspector

Colin Money

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Inspectors strongly recommend that the academy should not seek to appoint newly qualified teachers.

Information about this school

- Havant Academy is a smaller than average-sized secondary school. It opened as an academy on the site of the predecessor school in 2010. It has been sponsored by The Kemnal Academies' Trust (TKAT) since May 2012. Its specialist subjects are English and sport. It has links with an international software company to develop information and communication technology for learning.
- Students are almost all from White British backgrounds. Very small numbers of students speak English as an additional language.
- The proportion of students eligible for support through the pupil premium (additional government funding for children who are looked after by the local authority, students known to be eligible for free school meals and children of service families) is above the national average. There are no children of service families in the school.
- The proportion of students supported at school action, school action plus or with a statement of special educational needs is higher than the national average.
- A small number of students receive part of their education at other establishments, including The Woodlands Centre, Southdowns College and Highbury College.
- There has been a recent period of turbulence in leadership. The current Principal took up post in July 2013. The current deputy Principal was appointed in January 2013. The present Chair of the Governing Body took up this position in June 2013.
- The academy does not meet the government's current floor standard, which sets the minimum expectation for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality and effectiveness of teaching, by ensuring that:
 - teachers have consistently high expectations of what all students can achieve in lessons
 - staffing becomes stable and less reliance is placed upon temporary teachers
 - assessment data are used more consistently across all year groups, and particularly in Key Stage 3, to ensure that work is matched to the learning needs of all students, including the most able and those who find learning difficult
 - teachers in all subjects contribute to developing students' literacy and numeracy skills
 - questioning is used to provide challenge to students, so that they are able to think deeply and make more rapid gains in their knowledge and understanding
 - teachers check students' understanding of their work frequently during lessons to enable the teaching to be adjusted to meet the needs of all students
 - teachers mark students' work using a consistent approach, which clearly identifies specific areas for improvement and allows students to reflect on how they can make better progress.

- Raise achievement throughout the school, so that standards are at least in line with national averages.
 - Strengthen leadership at all levels, by ensuring that:
 - information about the progress of different groups is checked accurately across all subjects and used to assess the impact of teaching on improving students' progress
 - all senior and subject leaders hold all staff fully to account for students' achievement
 - academy policies in relation to managing students' behaviour are put into practice consistently
 - the governing body develops effective systems to hold the academy to account for the quality of teaching and the progress that students make, including monitoring the impact of pupil premium funding on students' progress.
 - Improve behaviour and attendance by:
 - setting clear and consistent expectations of students' behaviour and conduct
 - providing more effective targeted support for students at risk of exclusion
 - strengthening further the systems for checking and promoting good attendance, including working closely with parents.
 - Ensure that a broader curriculum is offered in Key Stage 4, with an appropriate range of academic and vocational courses matched to the needs of students.
 - An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
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Inspection judgements

The achievement of pupils

is inadequate

- Most students who join the academy in Year 7 have achieved below-average standards in their primary schools. By the time they finish Year 11, standards have not improved significantly. In 2012, the proportion of students achieving five or more A* to C GCSE grades, including English and mathematics, was well below the national average and below what the academy expected them to achieve.
- Students do not make enough progress in English and mathematics. In 2012, the proportion of students who made expected or better progress from Year 7 to Year 11 increased, but was still well below national averages. The academy's assessment data show the proportion of Year 11 students on track to make expected progress is set to rise in 2013, but progress remains weaker in Year 10, particularly in mathematics. Students in Key Stage 3 are making uneven progress in both English and mathematics.
- Inspectors' scrutiny of students' work in lessons and over time in their books showed that standards are too low and that students are not learning quickly enough across different subjects.
- The academy's aspirations for the students in some subjects are too low. For example, small numbers of students follow GCSE science courses and no Year 11 students took GCSE examinations in separate sciences in 2012. The proportion of students achieving a C grade or above in core science GCSE examinations was significantly below average.
- The academy enters students early for GCSE English and mathematics. Early entry has led to a modest increase in the number of students gaining a grade C or above. Additional support is provided to help students to achieve higher grades when they re-take the examination. Early entry is also used in other subjects, but in some like art, this has not enabled all students to achieve the grades of which they are capable.
- Disabled students and those with special educational needs do not make enough progress, because teachers do not always match tasks and resources to their individual needs. Although they benefit from some targeted additional support, in 2012 these students made less progress in English and mathematics than other students.
- On average, students eligible for support through the pupil premium gained around a third of a grade lower than other students in the 2012 GCSE English examinations. In mathematics, they achieved around three quarters of a grade lower than other students. The academy's current tracking shows that targeted interventions are closing the gap between students who are eligible for support through this funding and others, in both subjects.
- The school monitors the progress of the small number of students who receive education from alternative providers. Most of these students make good progress from their starting points.

The quality of teaching

is inadequate

- Too much teaching requires improvement or is inadequate. Although examples of good teaching were seen during the inspection, not enough teaching enables students to achieve average and above average standards. In too many lessons, the work provided is the same for students of different abilities and needs. Teachers' planning does not always ensure that students supported by additional funding, or some who are disabled or have special educational needs are able to make good or better progress.
- In many lessons the pace is too slow and teachers do not ask questions which challenge students to think or deepen their knowledge. As a result, students lose concentration and stop learning. Sometimes expectations of how students should behave are too low and teachers do not use a consistent approach to behaviour management. Although teachers make use of technology to show students how to edit text or solve mathematical problems, its use by

students to extend their knowledge and skills is limited.

- The academy has employed temporary teachers to cover staff absence in some subject areas. Too often, the work set in these lessons is of poor quality and students do not make enough progress because teachers' expectations are not high enough.
- Where teaching is good, expectations of what students can achieve are high. In an English lesson, students were challenged to explain the difference between scripted and conversational speech. The students were asked questions which challenged them to think more deeply. Activities were planned so that students were able to work things out for themselves. This enabled them to make decisive gains in their knowledge and understanding.
- Teachers' marking does not always provide enough detail about how students should improve their work. A recent initiative, based on 'strengths, improvements, targets' has begun to tackle this. However, its impact is limited as students do not always understand what they are expected to do in response and in order to make better progress.
- The academy-wide focus on promoting good reading habits has helped students to become better readers. Students with low literacy skills have benefited from support from additional adults to become more confident and engaged readers. However, there is not sufficient focus on improving students' writing or numeracy skills across subjects. This hinders more rapid progress.
- Not enough opportunities are provided to help students develop their speaking skills. Many teachers use questions to check students' understanding, but frequently the answers are given by the same students, with less participation from the rest of the class.
- There are too few planned opportunities to develop students' social, moral, spiritual and cultural understanding.

The behaviour and safety of pupils are inadequate

- Although students generally behave well around the academy, their attitudes are not always as positive in lessons. During the inspection, low-level disruption was observed in a significant minority of lessons. In most cases, this was as a result of students being given tasks which did not match their needs or abilities. Poor behaviour was also observed when teachers did not apply the academy's behaviour policy consistently. Students say that some teachers use sanctions, but that others do not. Occasionally, students do not show respect towards staff.
- Students are given limited opportunities to take on responsibilities. Older students say that they would like to have opportunities to act as role models for younger students.
- Exclusions rates are high. The percentage of students excluded for poor behaviour is above the national average and has not reduced from 2012 to 2013. A significant minority of students have been repeatedly excluded, with little impact on improving their behaviour.
- Students say that they feel safe and know where to go for assistance should they need support. They do not believe that bullying occurs often. When it does occur, they believe that it is dealt with appropriately. They demonstrate awareness of the different types of bullying that can happen and know how to keep themselves safe on the internet.
- Academy staff monitor the behaviour and safety of those students who receive off-site education, including provision designed to support better behaviour. The behaviour of these students improves as a result of this alternative provision.
- Overall attendance has been well below national averages over time and the proportion of students who miss school regularly is too high. Although the recent appointment of a member of staff has led to better attendance in 2013, the percentage of students who attend regularly is still low.
- Almost half the members of staff who responded to the staff questionnaire did not agree that behaviour in the school is good. A quarter did not agree that behaviour is consistently well managed.

The leadership and management are inadequate

- Leadership is inadequate because leaders at all levels, including governors, have not taken sufficient action to improve the academy's effectiveness. They have not demonstrated the capacity to drive improvement.
 - At the time of inspection the new Principal had been in post for three days. The leadership team has been restructured in recent months. The Principal and senior leaders show clear determination to bring about change, but plans for more rapid improvements have yet to take effect. The great majority of the staff who returned the staff questionnaire responded positively to recent changes in leadership.
 - Senior leaders regularly monitor the quality of teaching through lesson observations, learning walks and reviews of tracking information. There is a range of staff training opportunities, including coaching and a 'securing good' programme provided by the academy sponsor. However, the full impact of this work has yet to be seen, as not enough teaching is good. Insufficient attention is given to checking whether teaching strategies are leading to improved achievement.
 - Performance management procedures are in place and are linked to students' achievement. Pay progression for teachers is not automatic. Some staff have left as a result of being held to account for the quality of their teaching. However, performance targets are not always specific enough or modified appropriately to address individual teachers' areas for development. The Principal, senior leaders and governors have more to do to eliminate inadequate teaching.
 - The curriculum does not provide sufficient breadth or balance. It does not effectively promote equality of opportunity for all students. Significant changes to the curriculum are planned. However, at present there is limited provision and choice. Students' achievement has been restricted by these arrangements. Some GCSE courses have been run for one year or have been completed early, with the result that students have not achieved the grades of which they are capable. Information, advice and guidance provided to students are not sufficient to enable them to choose the most appropriate courses.
 - The academy-wide literacy focus has begun to improve students' skills in reading and writing, including those students in Year 7 who are eligible for support through extra funding. In particular, students' reading skills are improving quickly. The focus on improving writing across different subjects has had less impact.
 - The academy's most recent self-evaluation is overly generous. The academy had predicted that in 2012 GCSE results would rise by 16 percentage points. However, this was not the case, as results rose by less than half this figure.
 - The academy has used pupil premium funding in a variety of ways, including additional support in English and mathematics. This has helped students in Year 11 to make better progress, but has not had consistent impact across all year groups.
 - All statutory requirements for safeguarding are met. Appropriate checks are made and thorough records are kept.
 - The academy trust provides professional training opportunities for leaders, teachers and governors. Trust representatives identify that leadership at the academy has been strengthened and that this should lead to improvements, with better outcomes for students in 2013 and a much more rapid pace of change from September 2013. To ensure that this happens, they meet regularly with leaders and have provided their own staff to work alongside teachers at the academy.
- **The governance of the school:**
- The governing body has not provided enough challenge to the academy's leaders to bring about the necessary improvements. The academy's systems for monitoring the impact of leaders and the performance of staff have been ineffective. Governors have not always received the detailed information that they need to assess fully the academy's performance
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with regard to the quality of teaching and the progress of underperforming groups, including the evaluation of the impact of Year 7 catch-up and pupil premium funding. A new Chair of the Governing Body has been appointed. Through close working with the academy-sponsor representative, he has a realistic understanding of the issues facing the academy. However, this understanding is not even across the governing body. While governors have received training from the sponsor and provided greater challenge more recently, the eradication of inadequate teaching and leadership has not happened quickly enough. The governing body has followed appropriate procedures relating to safeguarding and financial management.

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

Unique reference number	136156
Local authority	Hampshire
Inspection number	399766

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

Type of school	Academy sponsor-led
School category	Non-maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	The governing body
Chair	Chris Howard
Principal	Helen Cassady
Date of previous school inspection	Not previously inspected
Telephone number	02392 473031
Fax number	02393 470384
Email address	enquiries@havantacademy.co.uk

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