

Serco Inspections  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 618 8524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T:** 0121 679 9161  
**Direct email:** ann.morris@serco.com

21 March 2014

Will Scott  
Headteacher  
Sir John Gleed School  
Neville Avenue  
Spalding  
PE11 2EJ

Dear Mr Scott

### **Special measures monitoring inspection of Sir John Gleed School**

Following my visit with Lynn Cox and Ian Starling, Additional Inspectors, to your academy on 19–20 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in April 2013. The full list of the areas for improvement identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached. Having considered all the evidence I am of the opinion that at this time:

The academy is not making enough progress towards the removal of special measures.

Having given the matter due consideration, I am of the opinion that the academy may appoint up to two newly qualified teachers in the English department and up to two in the science department. These appointments can only be made if appropriate mentoring and strong professional support can be assured.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the DfE Academies Advisers Unit and the Education Funding Agency.

Yours sincerely

Trevor Riddiough  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in April 2013**

- Raise achievement and improve the quality of teaching by ensuring teachers:
  - have higher expectations of what their students can achieve in lessons
  - track the progress of different groups of students in comparison to the progress of all students and take effective action to narrow any gaps this identifies
  - make effective use of information about what students know and can do when planning lessons and ensure these are appropriate for the needs of all students in the class
  - consistently provide work which is accessible to students of different abilities and particularly for those with special educational needs and those who speak English as an additional language
  - plan lessons that capture students' interest and engage them in their learning
  - regularly set and assess homework
  - mark students' work frequently and provide them with regular and specific feedback about how well they are doing and what they need to do to improve.
  
- Take immediate action to improve students' behaviour and safety by:
  - ensuring safeguarding procedures meet requirements as a matter of urgency
  - ensuring bullying and homophobic behaviour are quickly eliminated
  - establishing an agreed view of what constitutes good behaviour and how it will be managed in and out of lessons, and ensuring this is shared and supported by all staff and students
  - ensuring all staff contribute to managing students' behaviour so that it that the school is a calm, purposeful place in which students feel safe in and out of lessons
  - improving students' attendance and reducing persistent absence by working closely with parents, and also with the CfBT Schools Trust to identify techniques used successfully in other schools.
  
- The headteacher, senior leaders and the governing body must gain the trust and confidence of the staff and the community by:
  - establishing monitoring procedures which accurately evaluate the quality of the school's work
  - ensuring the outcomes of these checks are used to plan effective actions which quickly secure improvements in behaviour, teaching and achievement
  - improving the curriculum so that it better meets the needs of all students
  - strengthening the leadership and management of provision for students with special educational needs by providing these staff with more training and resources

- ensuring the governing body is better informed about parents’ concerns, how well students behave, the quality of teaching and how the school is performing, so that it can hold the school properly to account and play a full part in driving its improvement.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## **Report on the second monitoring inspection on 19–20 March 2014**

### **Evidence**

Inspectors observed the academy's work, and scrutinised documents and incident logs. They met with the headteacher and the executive headteacher, members of the senior leadership team, a representative of the governing body, and representatives from the sponsor: the CfBT Schools Trust (CST). Meetings were held with three groups of students and one group of parents. Inspectors also spoke to teachers individually, and to individual students. They observed 33 lessons. Around half of the lesson observations were carried out jointly with members of the senior team or heads of department.

### **Context**

Since the last monitoring visit, an executive headteacher and a new head of English have been appointed, starting in April 2014. The academy employs seven supply teachers to cover long-term staff vacancies, including two in the English department and three in science.

### **Achievement of pupils at the school**

Since the last monitoring visit, the academy has refined its system for tracking students' progress so that leaders and teachers can spot patterns and trends, and identify students who are falling behind in time to take further action. These data show that the academy is predicting that attainment is likely to improve slightly on the previous year, but not fast enough to bring attainment up to national levels. Rates of progress across Key Stage 4 remain below average in English and science. The validity of assessments in English could not be verified as they have not been checked or moderated by the academy.

A-level results in 2013 showed that Year 13 students made good or better progress in work-related subjects. The few students who enrolled for academic courses made expected progress. This trend is expected to continue in 2014 and students in Year 13 are on track to meet their challenging targets in their chosen subjects. Too few students in the sixth form have been enabled to reach national expectations for standards in English and mathematics. Issues around timetabling and quality of teaching were holding back progress. Recent action has been taken to address this. Indications for the summer term's entry are that a larger proportion of students will gain grade C or above in English, mathematics or both at GCSE, but figures are expected to remain below average. There is no systematic approach to the development of literacy and numeracy across the curriculum in the sixth form.

The new tracking system produces useful information for teachers on students' attainment and the progress they are making towards their targets. However, not all teachers use this information to plan and set work in lessons at the right level of

challenge and difficulty. As a result, some lesson activities are too easy while others are too hard, and so not all students make the progress expected.

The whole-school literacy programme has now been in operation for one term. Accelerated reading programmes have been introduced in Years 7 and 8. Students who speak English as an additional language receive focused support. Reading tests have been introduced to measure students' progress and reading ages are tracked. The impact of these initiatives is emerging. For some students, rates of progress are good, for others there have been no gains. Support for literacy across the academy is variable, with some teachers not correcting basic spelling and punctuation errors despite the academy's clear marking policy.

### **The quality of teaching**

Teaching has improved slightly since the previous monitoring visit. The majority of teaching is now good but this is inconsistent through the school and the quality of teaching in the main school lags behind that in the sixth form. In the main school, there is still too much teaching which is inadequate and therefore is unable to address rapidly the extensive past underperformance of many students, especially those in Key Stage 4.

The further development of teaching and learning is held back by a number of important factors. A large proportion of staff are absent and being covered by temporary supply staff. Staffing vacancies in key subjects such as in English and science exacerbate this issue. Furthermore, the work in too many lessons is not planned in sufficient detail to secure the good progress required. Work is not always tailored sufficiently to meet the needs of students of different abilities in the class, or those who have special educational needs or who speak English as an additional language. Marking still too often fails to indicate how students might improve their work. The setting of homework varies across the academy. Some teachers are unclear about what is expected of them in terms of their planning and delivery of lessons and too much variation remains both within subjects and across subjects to make a significant impact on overall achievement. In English, mathematics and science, teaching is not strong enough to bring about the rapid progress necessary to meet the academy's targets.

Where teaching has the most impact on learning it is typified by high expectations for students' attainment and productivity, activities are well matched to the needs of different students and they are interested and motivated to learn well. Teachers also ask questions to check students' understanding carefully and encourage them to think and work things out for themselves. Marking contributes to the good progress being made by identifying the next steps to learning which are then followed up by the student. Teachers carefully check progress during lessons and over time. Homework is set regularly and extends learning further. These features are especially common in the sixth form lessons. In lessons where learning is slower,

teachers expect too little of students and fail to capture their interest. As a result, students make slower progress and their attitudes to learning are less positive.

### **Behaviour and safety of pupils**

Students' behaviour in lessons and around the academy continues to improve. The academy is a generally calm and purposeful place where students feel safe. The number of positive behaviour points recorded is increasing and the number of negative behaviour incidents is declining. These data reflect students' better attitudes to learning and more courteous, respectful behaviour towards staff and each other. In lessons, teachers are managing poor behaviour better. Students state that this is because teachers are applying the academy's behaviour policy with greater consistency. However, some students state that there are still disruptions to learning which slow their progress. Inspectors found students to be generally considerate and polite. Those with whom inspectors talked were a credit to their academy.

Behaviour logs showing a decline in incidents of bullying and racism over the past term. Students spoken to reported that bullying is now rare and that when it occurs it is mainly in the form of racist or homophobic language, or cyber bullying on their mobile phones. However, most students spoken to knew how to respond to these incidents and said that there was always an adult they knew and trusted who they could turn to for help.

Attendance remains static and is below average. Strategies to improve attendance have been initiated, but are having limited impact. However, strategies to improve lateness have been more effective and punctuality is improving.

### **The quality of leadership in and management of the school**

Despite the best efforts of the headteacher, the senior leadership team and the governing body, the rate of progress the academy is making to secure the improvements identified in the improvement plan is too slow. Many of the milestones set in the action plan have been missed, particularly in the development of teaching and learning. This situation is acknowledged by the senior leaders and governing body. The lack of permanent staff and high rates of staff absence in many subjects, especially in English and science, make it difficult to bring about sustained improvements. Some heads of department make valiant attempts to improve the achievement of students in the current Year 11 through changing timetables to ensure that all students are taught by experienced teachers. However, they are hampered by the high number of temporary or supply staff in their departments, which makes it difficult to secure the improvements that are needed in the lower year groups. Little has been done so far to supplement the staffing and ameliorate the impact of staff absences and vacancies on students' achievement. The academy does not expect to be fully staffed until September 2014.

Considerable efforts have been made to strengthen teaching and learning. Staff skills have been assessed and audited. Those who have the skills to teach effectively have been identified and their good practice is shared. Some are used to coach other teachers. Those who require additional help receive targeted support and individual coaching. The performance of all staff is closely checked and monitored. However, long lasting and sustained improvement is difficult to achieve. Despite agreeing with staff a common approach to lesson planning, the academy has been unable to secure its consistent implementation to enable learners of all abilities to make good progress. Furthermore, the purpose of good planning has not been fully understood by all staff. Some only pay lip service to this requirement, so their planning remains superficial and not consistent with the academy's expectations. Teaching still has not improved sufficiently, especially in English and science.

A number of lessons during this monitoring inspection were observed jointly with a member of the senior management team to confirm their judgements and gauge their accuracy in making judgements, which are now reliable. The academy rightly recognises that there is more to accomplish, and that inadequate teaching is still to be eradicated.

Further adjustments to the curriculum are planned, with additional classes in English and mathematics built into the timetable for students in Year 11. The aim is to boost their performance and ensure that more can meet the targets set in these subjects.

The leadership and management of provision for students with special educational needs have been strengthened. The academy analyses data relating to their progress in order to provide tailored support, including to teaching groups through the allocation of teaching assistants. Additional guidance, training and coaching have been provided to all teachers so they can focus more on meeting the individual needs of these students. However, these actions have not had sufficient time to have an impact on their achievement.

The governing body continues to oversee all aspects of the academy's work, and maintains a realistic view of the current position and the areas that require further improvement. It acknowledges that progress has been slow and that the academy has gone as far as it can without additional help from outside. The need for this help has now been acknowledged and the CST Trust has arranged for a range of additional support including the involvement of Advanced Skills Teachers to provide additional capacity.

The review of governance recommended at the last inspection has now been carried out and an action plan has ensued. It is too soon for this plan to be implemented fully and show impact. Governors have not been able to secure full parental support for their actions. Parents spoken to expressed their concerns that communication was difficult. They are frustrated that they cannot easily resolve the issues they raise, particularly around the quality of education their children receive.

Following a recent warning letter from the Department for Education, the academy sponsors have refined their own action plan. The new plan states revised targets for both attainment and the quality of teaching. The inspection team found no basis for these targets from the progress data or the quality assurance information held by the academy. These targets are considered by the senior leadership team and governing body to be over-optimistic.

The academy teaches some sixth-form students off site. This is through an arrangement with a neighbouring 11–16 school, which registers its own sixth-form students at the academy as an administrative convenience. As such, these students remain the responsibility of the academy for all aspects of their education, including the quality of teaching they receive and their safeguarding. However, this responsibility is delegated to the host school without checking that the necessary quality of provision and safeguards are in place.

### **External support**

While the CST has been successful in stabilising and providing strategic direction for the academy, it has not yet been able to demonstrate any meaningful and sustainable improvements in the quality of teaching and learning or achievement that will bring the academy securely above the government's minimum floor standards.

The CST has supported the training of teachers and leaders at the academy, and has provided training in the quality assurance of teaching. A 'Core Improvement Group' has monitored the progress made in implementing the academy improvement plan. This group has very recently been replaced by a 'Rapid Improvement Board' to help accelerate progress with the revised action plan. However, there has been no review of the quality of provision in this spring term, or any evaluation of the effectiveness of the support given in order to adjust it accordingly. It has been unable to support the academy thus far in alleviating its entrenched staffing difficulties.

### **Priorities for further improvement**

- Formalise the sixth-form partnership arrangement between the academy and Haven High Academy so that the quality of provision and safeguarding of all registered students can be assured – to be completed by June 2014.