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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 Stephen Daniels and Sally Long, Additional Inspectors, to your academy on 8–9 July 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 fourth 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 making reasonable 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 during the next academic year. 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 fourth monitoring inspection on 8–9 July 2014**

### **Evidence**

Inspectors observed the academy's work, and scrutinised documents and incident logs. Inspectors also analysed the academy's records of students' rates of progress across the school. 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. Inspectors also spoke to teachers individually, and to individual students. They observed 31 lessons. Around half of the lesson observations were carried out jointly with members of the senior team or heads of department. In addition, the inspection team made a number of shorter visits to lessons to look at specific aspects of students' work, and visited students at the Hayden Centre.

During this monitoring inspection, the setting of homework was not looked at in detail, as this will be considered next time. Approaches to improving the curriculum and the leadership and management of provision for students with special educational needs were not examined in detail as they had been considered at earlier visits.

### **Context**

An executive headteacher and a new head of English took up post in April 2014. The senior leadership team is being restructured ready for the new academic year. A number of other staffing appointments have been made, meaning that the academy will be almost fully staffed in September 2014 with suitably qualified and experienced teachers.

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

Since the last monitoring visit, rates of progress for students in Year 11 have risen. This is largely due to further support for those who are falling behind or who are predicted to be borderline passes at GCSE, and to the recent improvement in the quality of teaching. Rates of progress across Key Stage 4 are now at broadly average levels in English, mathematics and science. The academy's own data show that attainment is likely to improve slightly on the previous year, but not fast enough to bring attainment up to national levels. However, students in Year 10 are expected to perform better because they will have received improved teaching over a longer period and underachievement is being spotted early enough to rectify in good time. Current data and inspectors' observations confirm this. The validity of assessments in English and mathematics has have been verified through independent checks and moderation by external advisers.

In the sixth form, students continue to make good progress in vocational subjects, while those on academic courses make expected progress. Academy data show that this trend is expected to continue in 2015.

The new tracking system produces useful information for teachers on students' attainment and the progress they are making towards their targets. Teachers usually use this information to plan and set work in lessons. As a result, lesson activities are better pitched to cater for the different abilities of their students, and the pace of learning has improved.

### **The quality of teaching**

Teaching is undergoing rapid transformation and is improving. Senior leaders and teachers have worked well together since the last monitoring visit in making improvements to the quality of teaching. Inspection evidence shows that these improvements are clearly beginning to have a positive impact.

The attention to lesson planning to cater for the abilities and specific learning needs of all students in each class is paying dividends; improvements are evident in the progress that students make in their lessons. The new 'expectations for good teaching', together with the planned coaching and guidance to improve teaching across the academy, is a promising step. Teachers have embraced the learning and teaching initiatives and have adopted strategies to improve their teaching. In the best examples, such as in the physical education department, teachers outline the expected learning for the lesson, tailor it to meet the varying needs of the class, model expectations, review progress regularly, and support their students to evaluate their own performance. As a result, most students are motivated, engaged in their work and are keen to do well.

In class, many more teachers work with confidence, and work hard to stretch and challenge their students to do their best. This is largely because many teachers have higher expectations than at the last monitoring visit and know how to plan for better learning for students, including those of different abilities, those with special educational needs and those who speak English as an additional language. There is still more work to be done to ensure that students of the highest ability are sufficiently challenged. These encouraging changes are resulting in improved attitudes to learning in class, because more students are interested and engaged in what they are doing.

Assessment is now better used. Teachers have a more accurate view of how well students are achieving, and are increasingly using this information to plan lessons and provide support for those who need it. Most assessments have been checked or verified, and are accurate.

The marking of written work has improved because the academy has reinforced its marking policy. Nevertheless, this is not being applied consistently by teachers.

Marking is regular; it tells students how they are doing and, generally, how they can improve their work. However, students are not given specific tasks related to making these improvements. Teachers do not always ensure that students act upon any advice given, or that they revisit their work and improve it.

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

The safeguarding of students is a priority and there is a shared commitment to ensuring students' welfare and well-being across the academy.

Students behave well around the academy. They are calm, orderly and co-operative, and they contribute well to a cohesive school community. Systems to manage behaviour are applied consistently by staff. One student commented: 'We know where we stand and we like that.' Students say that they feel safe in and out of lessons. Incidents of poor behaviour continue to decline and the number of positive rewards is increasing. Students know about different kinds of bullying. They say that it has occurred on occasions, but it is dealt with as soon as it is mentioned to their teachers or support staff.

The Hayden Centre provides personalised learning support to meet the particular behaviour needs of students who are vulnerable or at risk of exclusion. Students who attend the centre make significant progress in terms of improved behaviour and attendance. In 2014, all Year 11 students who attended the centre went on to their chosen courses in further education or training. The centre is an integral part of the school's behaviour provision and students speak highly of the support they receive there.

The academy has invested heavily in strategies aimed at improving rates of attendance, with variable results. Overall attendance levels have risen, but remain below the national average.

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

Following a long period where developments in teaching have been slow, the rate of improvement of teaching across the academy has increased. Staff are fully behind the recent changes that have been introduced to ensure better planning and improved teaching. They are very clear that the pace of improvement has accelerated in the period since the last monitoring visit. The ambition and determination to become a good school quickly is widely shared across the staff. There is a common sense of urgency to get this done. The skills of evaluation, forensic examination of evidence and subsequent action planning are being shared and developed among heads of department as well as by senior leaders. Staff know that, while improvements are underway, there is still a long way to go. However, they are excited by the prospect, feel proud of their recent successes and their morale is high.

The development of teaching and learning is a major priority, and is beginning to have a positive effect. The programmes and plans for improvement are appropriate. The lesson observations carried out by academy leaders come to accurate conclusions and place a good emphasis on the monitoring of learning over time. Leaders are now able to spot and rectify instances where lessons are taught at too low a level or do not challenge all those present. Good practice is identified and shared across the academy through formal coaching and the opportunity for staff to observe each other's lessons. Much external support has been provided for heads of subjects to improve teaching and learning within their departments.

Sixth-form partnership arrangements between the academy and Haven High Academy have been formalised. The quality of provision of all registered students is checked and assured. Leaders receive termly reports on students' progress and the performance of different subjects. Protocols regarding safeguarding have been established to ensure that government requirements are met. Appropriate arrangements are in hand to enable the two sixth forms to operate independently from 2015.

Members of the Rapid Improvement Board continue to challenge senior leaders about the academy's performance and are helping to accelerate progress with the revised action plan. They have a secure understanding of improvements made. One new member has been successfully recruited to extend the skills and expertise of the board. The local governing body meets on a termly basis and represents staff, parents and members of the local community. The governing body receives information about the academy and holds the senior leaders to account for the quality of the provision and outcomes. It is working hard to increase the involvement of parents in their child's education.

### **External support**

The sponsors have now provided the stability needed to bring about the required improvements and these are now being seen in the school. The academy sponsor is playing a much greater role in the provision of support. A Rapid Improvement Board has been introduced, chaired by the CST head of academy improvement, with executive powers to make decisions about school improvement strategies. It has also played a crucial part in recruiting new teachers through recruitment fairs and agencies. CST consultancy support has been engaged for English, mathematics and science. A recent science review has been carried out by a CST consultant. CST has also arranged for support for the moderation of assessments. A teaching school within the CST partnership has worked with staff in English to validate standards. The impact of this support is now being seen in rising achievement, improved teaching and better behaviour.