

13 February 2015

Miss Zoe Bidmead  
Headteacher  
Melior Community Academy  
Chandos Road  
Scunthorpe  
Lincolnshire  
DN17 1HA

Dear Miss Bidmead

### **Special measures monitoring inspection of Melior Community Academy**

Following my visit to your academy on 12 February 2015, 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 which have been taken since the academy's recent section 5 inspection.

The inspection was the first monitoring inspection since the academy became subject to special measures following the inspection which took place in November 2014.

### **Evidence**

During this inspection, meetings were held with the Principal, members of the leadership team, five middle leaders, the Chair of the Education Advisory Board (EAB), the Chair of the Progress and Standards Committee, and the academy sponsor. The sponsor's statement of action and the academy's improvement plans were evaluated and a tour of the academy was undertaken.

### **Context**

Since the inspection a number of staffing changes have been made. A new Principal was appointed and took up post in January. An interim vice-Principal has been appointed and the academy will seek to make a permanent appointment for September 2015. Two progress leaders have been appointed for Key Stages 3 and 4. The Key Stage 4 leader is already in post and the Key Stage 3 leader will take up post at Easter. The pastoral team has been re-organised into five non-teaching year group leaders. An additional main scale teacher in English has been appointed. No member of staff has left since the inspection.

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

The changes in the leadership team combined with the support from the School Partnership Trust Academies (SPTA) has enabled the academy to put into place a number of actions to support learning and tackle weak teaching. The quality assurance within the academy has been developed to make it possible for leaders to make clearer judgements.

Leaders have begun to establish an accurate picture of students' performance through analysing progress. Staff have already been trained in using a new data system. The system helps teachers identify how well students are doing and it is enabling them to make better interventions to support students' learning. Progress for disadvantaged students in particular has been addressed through professional development and an external review so that teachers have more effective strategies to use in the classroom.

The academy has changed its marking and feedback policy to help students to reflect on and to help them to become more independent in their learning. Year 11 students are now undertaking a series of pre-entry examinations, which are being moderated to give accurate information on their progress so far. However, indications are that their progress remains fragile. Leaders are aware that more work needs to be done on building student resilience.

The academy has introduced a number of literacy development programmes and leaders are seeing the impact of these in a slight improvement in the reading ages of its students. However, while the development of students' literacy skills in the different curriculum subjects is being supported by the use of helpful strategies, the impact is limited, because they are not used consistently. Curriculum changes have been put in place for the present Year 9 so that their option choices will lead them to suitable courses in Year 10.

The professional development of staff that has taken place since the inspection has been targeted more accurately, but teaching strategies are still being developed. Staff and students are still working on creating a culture of high expectations.

A review of governance has just begun. The minutes of the governing body show that they are challenging the senior leadership team and they are enabled in doing so by the more realistic information about the academy's performance they are provided with.

Following the monitoring inspection the following judgements were made:

The local sponsor's statement of action is fit for purpose.

The school's action plan is fit for purpose

Having considered all the evidence I strongly recommend that the academy does not seek to appoint newly qualified teachers.

I am copying this letter to the Secretary of State, the Chair of the EAB, and the sponsor.  
This letter will be published on the Ofsted website.

Yours sincerely

Jane Willis

**Associate inspector**

Appointed as an Associate Inspector under the powers relating to additional inspectors, in paragraph 11 of Part 2 of Schedule V2 to the Education and Inspections Act 2006