

CfBT Inspection Services  
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View

Skelmersdale

WN8 9TG

Text Phone: 0161 618 8524 **Direct T** 01695 566932

[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) **Direct F** 01695 729320

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct email:** [hcarnall@cfbt.com](mailto:hcarnall@cfbt.com)

17 March 2015

Mr Richard Hedge  
Interim Headteacher  
King's Grove School  
Buchan Grove  
Crewe  
Cheshire  
CW2 7NQ

Dear Mr Hedge

### **Special measures monitoring inspection of King's Grove School**

Following my visit to your school on 16 March 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 that have been taken since the school's recent section 5 inspection.

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

### **Evidence**

During this inspection, I held meetings with you and members of your senior leadership team. I also met with the three members of the Interim Executive Board (IEB) and with two advisers from the local authority. I made a series of brief visits to classes and met with a group of Year 9 and Year 10 students to discuss the changes that have been introduced since January. I evaluated the school's improvement plan, self-evaluation and other documents relating to monitoring and improving the quality of teaching and behaviour. I also scrutinised the local authority's statement of action.

### **Context**

Since the section 5 inspection in November, the headteacher has resigned and left the school. The local authority has appointed you, the headteacher of The Macclesfield Academy, as the interim headteacher of the school. Two other members of the senior leadership team are also deployed in the school for three days each

week. The local authority has disbanded the governing body and put in place an IEB. Two teachers have left the school since the section 5 inspection and one joined in January.

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

You have identified the correct actions that you need to prioritise to bring about rapid improvement in the school. You have reorganised the senior leadership team so that its members understand their roles and responsibilities. They have worked with leaders from The Macclesfield Academy to evaluate provision within their respective areas. As a result, leaders have established their own view of teachers' performance and the effectiveness of systems to manage students' behaviour.

Leaders have shared with all staff a set of standards against which they will make judgments about their performance. These have established a set of minimum expectations. Leaders have observed each teacher and looked at samples of students' work from their lessons. They have provided teachers with written feedback and areas for immediate improvement. Where necessary, they have followed this up with subsequent observations. The records of these show that teachers are listening to the advice they have been given.

Similarly, leaders have established a set of guidelines in relation to students' behaviour and their readiness for learning. Leaders check on the numbers of sanctions issued each week. This information shows that the number of students removed from lessons has reduced since the last inspection.

Students report that the new behaviour policy has been immediately effective in reducing interruptions to their lessons. While behaviour is improving, attendance remains low in comparison to the national average and this remains a priority for further improvement.

The school improvement plan covers all the main areas for development from the recent section 5 inspection. It establishes a set of milestones against which leaders and governors can check whether improvements are rapid enough. You have set appropriate targets for students' achievement which include specific targets for disadvantaged students. They have established a suitable timeline within which standards should improve to meet national performance levels by the end of Key Stage 4.

The IEB first met in the week before this inspection. Members understand the responsibilities of their role well. They have met with the local authority adviser to agree a schedule of meetings for holding senior leaders to account. Members have the necessary experience to fulfil this function effectively, although it is too soon to judge what effect this will have on improving students' achievement.

The local authority has worked quickly to secure the interim leadership of the school. Its officers have disbanded the governing body and established an IEB to oversee this stage in the schools development. Advisers know the school well and are keen to get the right balance between support and challenge. The local authority has been pro-active in meeting with sponsors and supporting the school in consideration of possible academy status.

Following the monitoring inspection the following judgements were made:

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

The school's improvement plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Interim Executive Board and the Director of Children's Services for Cheshire East. This letter will be published on the Ofsted website.

Yours sincerely

Philippa Darley  
**Her Majesty's Inspector**