

22 May 2015

Mr Dale Jackson  
Principal  
Kingswood Academy  
Wawne Road  
Bransholme  
Kingston Upon Hull  
HU7 4WR

Dear Mr Jackson

### **Serious weaknesses first monitoring inspection of Kingswood Academy**

Following my visit to your academy on 21 May 2015, with Suzanne Lithgow HMI, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and 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 was judged to have serious weaknesses in January 2015. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During this inspection, meetings were held with the principal, middle leaders, students, the Chair of the Governing Body and a representative of AET, the sponsor. The sponsor's statement of action and the academy's improvement plan were evaluated. A sample of students' books was reviewed and short focused visits were made to a few lessons.

### **Context**

There have been significant changes to the senior leadership of the academy. The Principal at the time of the section 5 inspection has left and a new substantive Principal, formerly vice-Principal, has led the academy since the start of the summer term 2015. A vice-Principal has left and two teachers have stepped down from their middle leadership roles. Two teachers have left and existing staff and temporary teachers are covering their classes. Recruitment to these roles is taking place and the academy expects to fill them for September.

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

Leaders, governors and the academy sponsor are working closely and purposefully together to bring about improvements. This work has led to integrated joint plans being devised. Actions are focused on the areas for improvement following the inspection. Plans are being implemented and are on track to hit the first milestones. Clear roles have been established for governors, academy leaders and the sponsor to review the steps being taken, to take stock and to adapt the extensive programme of training and support in light of these checks. Actions to improve boys' progress and strategies to support and encourage boys to raise their game are being introduced throughout the academy following recent staff training. Much work has taken place to strengthen systems of accountability. The academy's expectations of teachers and of middle leaders have been made exceptionally clear in the Kingswood teaching and marking standards. A programme of monitoring by senior and middle leaders seeks to establish consistency among all staff in implementing these standards.

In discussions with inspectors, students felt that these measures, together with new staff, are starting to make a difference. The more able, older students are enjoying more opportunities to think for themselves, particularly in mathematics and science, although this has yet to translate to increased work in books. Marking and feedback to students are increasingly reflecting the new standards. Some students, particularly older students, know what they are entitled to in terms of feedback about their work. Although students are given positive encouragement by teachers, the next steps to help spur them on to improve their work are not always well enough defined to help them do so.

Academy data show the progress of students in Years 10 and 11 has accelerated more rapidly since the inspection, especially in English and for disadvantaged groups of students in Years 7, 8 and 9. The academy has high expectations of students and the latest predictions show that Year 11 students are increasingly meeting them and their attendance has risen sharply. Discussions during this monitoring inspection found that leaders are keeping a close eye on the progress students make in English and mathematics, although measures of students' progress in other subjects and year groups, especially in Key Stage 3, do not always take full account of their starting points on entry to the academy. Much work is focussing on moderation of students' work in order to strengthen teachers' assessment skills.

Governors are experienced and are increasingly using their specialist expertise, in addition to reports and external reviews, to support the academy and scrutinise the impact that improvement plans are having. Governors recognise a need to delve more deeply, beyond the key performance indicators in headline data, in order to keep the academy's progress under closer review. For example, minutes from recent meetings show their intent to analyse the impact that training and strategies are having in response to the slower progress of a group of Year 10 students.

Following the monitoring inspection the following judgements were made:

The academy's improvement plan is fit for purpose

The sponsor's statement of action is fit for purpose

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

Yours sincerely

Gina White

**Her Majesty's Inspector**