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Ann Davey
Executive Headteacher
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Dear Mrs Davey

Requires improvement: monitoring inspection visit to Havelock Junior Academy

Following my visit to your academy on 4 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in May 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders, the governors and the academy sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good academy. The academy should take further action to:

- ensure that all members of the governing body rapidly address the outcomes of the recent review so that, with high aspirations, they can hold senior leaders to account effectively
- strengthen the skills of every member of the leadership team so that all have an equally positive impact on improving the academy with the necessary urgency
- ensure that all teachers are implementing the academy's agreed policies in full.

Evidence

During the inspection, I held meetings with you, the Chair of the Governing Body, the Chair of the Montsaye Community Learning Partnership and three senior leaders to discuss the actions taken since the last inspection. I evaluated a range of documents, including the academy's action plan and the reports that were written following the reviews of governance and the academy's use of the pupil premium funding. I spoke with some parents as they brought their children to the academy in the morning and with pupils from each year group. We undertook a tour of the academy with the deputy headteacher to see the learning that was taking place. Finally, you, the deputy headteacher and I evaluated the quality of some pupils' work.

Context

At the time of the previous inspection, there had been an acting headteacher in place for approximately two years. You were, at the time, the headteacher of the adjacent infant academy. Both academies were part of the Montsaye Community Learning Partnership, which is a multi-academy trust. The academies were federated in June 2015. At the same time, you took on the role of executive headteacher across both academies and the acting headteacher resumed his post as deputy headteacher. The governing body reconstituted and there is now one governing body across the infant and junior academies, made up of governors who represent both. In September 2015, two teachers joined the academy.

Main findings

You wasted no time in drawing up a development plan which focuses sharply on the areas for improvement identified in the previous inspection report. You aligned this with your own evaluation of the academy to make sure that the broader aspects of academy life were also being addressed. You have made sure that staff receive appropriate training and support in order to carry out their roles more effectively. You have put in place systems to monitor the quality of teaching and check on the progress pupils are making in class. These are still in the early stages of development. Senior leaders are checking that new policies are being acted upon, but you all acknowledge that there is still work to be done to make sure that policies, such as marking and presentation, are consistently applied in all classes.

Teachers now plan work that is more closely matched to pupils' needs and focuses on improving pupils' skills, knowledge and understanding. You agree that this is not fully embedded. Pupils say that the work they are given is occasionally easy, but usually challenges them to think. We could see in pupils' books that the work teachers are setting for them is matched to their levels of ability, though this is better in some areas than others. You are keen to make sure that this is consistent

in all classes and all subjects. Teachers are benefiting from the strong links you have with the adjacent infant academy. They are beginning to work together more closely to improve the quality of teaching and learning.

You have implemented a new marking policy. Pupils' books show that this is beginning to be applied consistently. Pupils told me that they understand the symbols that teachers write in their books and that their teachers give them time to make corrections and improve their work. You have also introduced a new handwriting scheme and a higher expectation of presentation in books. However, some of the books we saw in classes do not reflect the standards you would like. Neatly presented work is not always being insisted upon.

You have begun to improve communication between the academy and parents. For example, parents say that they like the new newsletter because it includes information about both academies. They appreciate knowing about important dates well in advance and the fact that you have coordinated the dates with those of the infant academy to make it easier for parents who have children in both schools to attend the events they would like to. You have formalised the parents' consultative group. Representatives of parents from each class can now meet with you six times a year to share their views.

Following your appointment as executive headteacher, the board of governors was reconstituted to reflect the federation of the infant and junior academies. There is now one Chair of the Governing Body and two vice-chairs, one from the junior academy and one from the infant academy. There are four committees that meet four times a year and report to the full governing body meetings. In addition, the Chair of the Governing Body keeps in touch with you and visits the academy to see the progress that is being made for himself.

A review of governance was undertaken in September 2015 and the governors acted quickly to draw up an action plan. This has clear timescales and success criteria. Governors have recently undertaken an audit of skills so that they can support and challenge the work of the academy more effectively. The Chair of the Governing Body recognises that there is still work to be done to make sure that all the governors have the relevant skills and knowledge they need to make sure they can hold senior leaders to account robustly.

A review of the use of the pupil premium funding has only just taken place. You have not had time to act upon the findings, but both you and your senior leaders know that this issue must be addressed without delay.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the academy until its next section 5 inspection.

External support

You, your leadership team and the governors are well supported by the Montsaye Community Learning Partnership. The Chair of the trust lost no time in writing an action plan that addressed the areas for improvement identified in the previous inspection report. This was to make sure that the trust could effectively support the academy in bringing about the improvements that are needed. The improvement partner from the trust provides useful support in monitoring the impact of the changes you have been making. You and your leaders have also welcomed the support provided by members of the Inspire teaching alliance. They have provided guidance on developing teachers' planning and supported your leadership team to enable each member to evaluate the quality of teaching and learning across the academy.

I am copying this letter to the Chair of the Governing Body and the Chair of Montsaye Community Learning Partnership.

Yours sincerely

Di Mullan
Her Majesty's Inspector