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8 January 2016

Will Scott
Sir John Gleed School
Neville Avenue
Spalding
Lincolnshire
PE11 2EJ

Dear Mr Scott

Serious weaknesses second monitoring inspection of Sir John Gleed

Following my visit to your school on 8 December 2015, accompanied by Ofsted Inspector, Nigel Boyd, 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 school's most recent section 5 inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses in March 2015. It was carried out under section 8 of the Education Act 2005. The first monitoring inspection was conducted in October 2015.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of the serious weaknesses designation.

The academy's improvement planning is fit for purpose.

The CfBT Schools Trust statement of action is fit for purpose.

I am copying this letter to the Secretary of State for Education, the Chair of the Rapid Improvement Board and the Director of Children's Services for Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

Jayne Ashman
Her Majesty's Inspector

Report on the second monitoring inspection on 8 December 2015

Evidence

During this inspection, I met with you and members of your senior leadership team. Meetings were held with the Chair of the Rapid Improvement Board and representatives of the CfBT Schools Trust. The updated integrated statement of action and school improvement plan was evaluated, along with the most recent information about GCSE predictions for 2015/16. Inspectors conducted a review of the quality of teaching, leadership and assessment within mathematics and a formal meeting was held with a group of Year 11 pupils.

Context

Since the first monitoring inspection, conducted in October 2015, the governing body of the academy has been removed and replaced by a Rapid Improvement Board. Leadership roles have been realigned so that both mathematics and English departments are line managed by deputy headteachers.

The quality of leadership and management at the school

The pace of improvement has accelerated since the first monitoring visit in October 2015.

The integrated statement of action and school improvement plan is now fit for purpose. Planned actions are now more appropriately focused on those that will make the difference to the school; this is particularly the case for section four of the plan. We discussed the need to make sure that all actions have an appropriate timeline. There remain too many actions that take place in the short term and not enough actions are planned for 2016. The executive summary document is a valuable addition to the planning because it outlines the impact that is needed to ensure that rapid improvement takes place. The milestones within this document are helpful and include numerical targets. Leaders and the Rapid Improvement Board can now assess the actions that are working and the actions that are not.

The governing body has been replaced by a Rapid Improvement Board. The Chair of the Rapid Improvement Board is the education director of CfBT Schools Trust. The further four board members have an education, finance or safeguarding background. You told me that this was a welcome change. Senior leaders are now more robustly held to account to make sure that improvement takes place.

Leaders now have a better grasp on the academy's information about pupils' achievement and the 'scorecard' has been helpful in this. Information from the most recent assessment point indicates that the progress pupils make in both English and mathematics at Key Stage 4 is improving. However, higher ability pupils are not making the progress that they should and there is an achievement gap between boys and girls. There is a target group of pupils who require specific support in order that they achieve their predicted GCSE grades and a programme of intervention is in place to help them catch up. The Rapid Improvement Board need to make sure that there is convincing evidence that all pupils are making good progress and that the programme of intervention is working.

You have improved the way in which you line manage the English and mathematics departments. These subjects are now line managed by a deputy headteacher. Furthermore a 'challenge and support agent', an assistant headteacher, now works alongside these subject leaders to further support subject leadership on the ground. You accept that the accuracy of assessment remains an area of development. The English and mathematics departments are receiving consultant support to ensure that assessment is more accurate. There has been intensive support for these departments since the last monitoring visit. The trust should ensure that this support continues because it is needed, particularly within mathematics.

Within mathematics, it is clear that staff are working hard to make sure that improvement takes place. There are signs of this improvement and pupils were keen to detail these to inspectors. Year 11 pupils said that they were grateful to their teachers for their efforts in making sure that they achieve well at GCSE, and they felt that they were going the 'extra mile'. Inconsistencies remain, however and we discussed these at length. There is a need to make sure that teaching is precise enough to address any misconceptions that the pupils may have and that might prevent them from making the progress that they should. In Year 11, there is an urgency to ensure that the variability in achievement between girls and boys is addressed. Boys in particular present their work carelessly at times, including drawing mathematics charts without a ruler, but too few pupils take pride in their work. Finally, we agreed that although work is generally well matched to the starting points of pupils, there is evidence that higher ability pupils could be more challenged and more pupils could make accelerated progress. There remains a lot to do.

The CfBT Schools Trust is now providing extensive support to the academy. The educational lead for CfBT Schools Trust is providing highly effective coaching to leaders within the academy, including yourself. This high level of support must not be withdrawn too soon as it is needed and has been in place for too short a time for it to have had the impact that is required.

The pupil premium review suggested at the section 5 inspection in March 2015 has now taken place and leaders are acting on the recommendations of the report.