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Tony Segalini
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Dear Mr Segalini

Additional, remote monitoring inspection of Kettering Science Academy

Following my remote inspection with Chris Stevens, Her Majesty's Inspector (HMI), of your school on 16 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the 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 to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received four successive judgements of requires improvement. The school's most recent section 5 inspection took place in October 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to ensure that:

- every subject has an ambitious and challenging curriculum that enables pupils to build their knowledge and skills sequentially
- subject curriculum plans meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND) and those who are at an early stage of reading.

Context

- Trustees have appointed three new senior leaders since the previous inspection.
- Approximately nine out of 10 pupils were educated at home when the school was closed to most pupils at the start of the spring term. Over a quarter of vulnerable pupils and a third of pupils with an education, health and care plan were educated on site during this time.
- Currently, the vast majority of pupils are attending the school.

Main findings

- Leaders' effective actions have ensured that all pupils can access education in the current circumstances. You recognise that the vast majority of pupils have returned to school with a keen attitude. This is also recognised by some parents and carers. One parent commented, 'The best endorsement I can give is that my child loves the school.' Leaders continue to provide remote education to the very small number of pupils who are not attending on site due to COVID-19.
- Leaders have continued improving the school since its previous inspection. They are keen to make sure that the curriculum is ambitious for all pupils. Senior and subject leaders have continued to develop the curriculum during the pandemic. Some subjects have ambitious and well-sequenced curriculums that clearly identify the knowledge and skills that pupils will learn. For example, in mathematics and science, there are clear plans in place that allow pupils to revisit their learning regularly. However, COVID-19 has affected the pace of improvement. Some subjects do not have well-thought-through curriculum plans.
- Subject leaders have adapted the existing curriculum to meet the challenges posed by the pandemic. For example, in mathematics, some aspects of geometry have not been taught remotely because teachers preferred to support pupils with this learning in school. Teachers are choosing to teach some practical aspects of the science curriculum through demonstrations because of the school's COVID-19 safety measures. Leaders are mindful of

these changes and are keen to return to the usual curriculum when it is possible to do so.

- Teachers are currently assessing pupils to identify what they have learned through the period of remote education. They are identifying the most important things pupils need to know and the order in which these are taught. You call this your 'review and continue' approach to make sure that learning builds on what has been learned previously.
- Leaders have ensured that sixth-form students and pupils in Years 10 and 11 are well prepared for their next steps in education or training. They have maintained a focus on the learning pupils need for their future. They have adapted the personal, social, health and economic education curriculum to provide timely careers guidance and advice to enable pupils to explore their future options.
- Reading has become an increasing priority since the previous inspection. Leaders are aware of the need to help pupils who are at an early stage of reading. Pupils are benefiting from support to help them learn to read. However, not all subjects have firm plans to help pupils develop their reading skills.
- Staff ensure that pupils with SEND continue to receive an education. Teachers and support staff have a better understanding of how to support these pupils than has been the case in the past. However, not all teachers have thought carefully enough about how to support pupils with SEND to make progress through the curriculum.
- Trustees and members of the governing body support and challenge leaders effectively to improve the school and its curriculum. They are ambitious for the school and want every pupil to succeed.
- Trust officers provide support and training for school leaders. Staff have worked closely with the network of teachers in other schools in the trust. The impact is seen in improved leadership capacity and better curriculum planning in some subjects. The trust has supported the school in managing the challenges posed by COVID-19.

Evidence

This inspection was conducted remotely. We spoke to you, senior leaders, subject leaders and other school leaders. We met with trust officers and those responsible for governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also observed pupils in their reading lesson. We reviewed information about the curriculum. We looked at responses to Ofsted's online questionnaire, Parent View, including 20 free-text responses, and 80 staff questionnaires.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Brooke Weston Academies Trust, the regional schools commissioner and the director of children's services for Northamptonshire. This letter will be published on the Ofsted website.

Yours sincerely

Chris Davies
Her Majesty's Inspector