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Emma Marshall
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Dear Ms Marshall

Requires improvement: monitoring inspection visit to Havelock Academy

Following my visit to your school on 15 October 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring 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 to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received a judgement of requires improvement at its previous section 5 inspection.

This was the first routine inspection the school received since the COVID-19 pandemic began. I discussed the ongoing impact of the pandemic with you and have taken that into account in my evaluation.

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

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

The school should take further action to:

- fully embed the subject curriculum plans to ensure they reflect the leaders' stated ambitions for all pupils
- build on relationships with parents and carers to improve attendance further.

Context

Since the last inspection, the governing body has changed significantly. A new chair of governors is in place and five governors have been replaced with new members. You were appointed as principal in April 2019.

Five new subject leaders have been appointed. There have also been new appointments across the wider body of staff. This has created more stability in staffing at all levels.

COVID-19 has slowed some areas of implementation of the school's new curriculum. This means the ability to review the changes over time has been restricted. Leaders have maintained a focus on staff development and curriculum reform.

Main findings

You and the senior leadership team have a united vision for the school, which is supported by staff. The consistency and clarity of communication have ensured staff are fully committed to the school's ambition for pupils.

The curriculum has been reviewed and developed to meet the needs of the pupils. The curriculum offer is broad and balanced and provides pupils with a range of experiences. The options process has been strengthened, with a range of vocational and academic courses offered. The curriculum is well-considered and maintains breadth throughout the different key stages.

Subject plans identify the knowledge to be learned. Subject leaders are enthusiastic and are passionate for all pupils to develop a love of their subject. Curriculum plans are well sequenced, and opportunities are given for pupils to revisit the most important concepts over time. This helps them to remember more subject content. For example, in English, the choice of texts studied in Year 8 allows character traits to be revisited in Year 10, when different texts are studied. This logical approach to curriculum planning has been supported by relevant professional development.

Leaders have created an environment where high expectations for all pupils are the norm. The needs of all pupils are understood and inform decisions. Pupils with special educational needs and/or disabilities (SEND) are supported to access the curriculum. Leaders have adapted the curriculum so that there is sufficient focus on key knowledge for these pupils and to ensure that they understand this knowledge before moving on. Leaders ensure that staff have the information, strategies and resources to ensure pupils with SEND learn more and remember more.

Leaders have engaged with the trust to support the development of all staff. Leaders have welcomed subject-specific and leadership support. Additional help from outside the trust has also provided insightful guidance in relation to leadership and supporting specific groups of students.

Reading is promoted across the school. Leaders have planned sessions in tutor group time where staff read together with pupils. Leaders have carefully chosen the books that broaden pupils' wider understanding and to support subject curriculums. Pupils can talk about the books they are reading. There are copies of all the books read in the school library. Staff and pupils value the time they read together.

Curriculum plans are detailed. For example, in modern foreign languages, the curriculum is logically ordered, step by step. How and when grammar is introduced is clear and revisited throughout. The English curriculum carefully maps connected concepts. Pupils in English lessons were able to share their own opinions of different characters in the novel 'Oliver Twist'. Teachers make sure that there are regular opportunities to try to recall knowledge and information from previous lessons. Pupils could explain why this is important and how it helps them to remember information from the past that relates to what they are learning now. However, some curriculum plans are more ambitious than others. Leaders know that there is a little work to do to ensure that these are delivered consistently well.

Leaders have put in a new behaviour system. The changes are continuing to develop open communication with pupils. Pupils understand the behaviour system. Leaders have also placed an emphasis on rewards which are linked to the school's house system. Members of staff have more consistent expectations of pupils' behaviour. Leaders monitor behaviour patterns so that they can help pupils to behave appropriately. Attendance is a priority for leaders. They recognise that it is an area where further improvements can be made.

The school's governors are determined in their ambition to support the school. They work with the leaders of the school very closely. The help from the trust is welcomed by the governors. Governors are now providing robust challenge on the decisions that leaders make and on the impact of any actions taken.

Additional support

The support from the trust has been integral in helping senior leaders to focus on improving the school. The well-developed partnerships with other schools in the trust have supported specific professional development. Leaders from outside the trust have also worked with the school to provide challenge and support. This has helped the leaders to identify, plan and implement the changes needed to improve the quality of education pupils receive.

Evidence

During the inspection, I met with you, the vice principal, other members of the senior leadership team and subject leaders. I also met with the chair of governors and representatives of the trust to discuss the actions taken since the last inspection.

I met with curriculum leaders from English and modern foreign languages. I visited lessons and met with pupils. I also scrutinised records of governors' meetings, the school action plan and the self-evaluation document.

I am copying this letter to the chair of the governing body and the chief executive officer of the David Ross Education Trust, the regional schools commissioner and the director of children's services for North East Lincolnshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Richard Jones
Her Majesty's Inspector