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Matthew Van Lier
Headteacher
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Dear Mr Van Lier

Requires improvement: monitoring inspection visit to Haven High Academy

Following my visit to your school on 8 December 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 two successive judgements of requires improvement at its previous section 5 inspections.

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:

- ensure that pupils in key stage 3 study all subjects of the national curriculum to the same depth
- reduce the rate of persistent absence, particularly for disadvantaged pupils.

Context

Since the previous inspection, there have been changes to the senior leadership. There are new curriculum leaders in English, mathematics and science. The provision for pupils with special educational needs and/or disabilities (SEND) has also changed. An additional learning and special educational needs lead has been appointed. An additional learning faculty manager is now in post. A director of aspiration has been appointed to lead on careers education.

Main findings

You have acted swiftly to address the areas for improvement identified at the previous inspection. There is now a senior leadership team in place with the appropriate knowledge and skills. You have a realistic view of the strengths and weakness of the school. Your improvement plans are appropriate.

You have high expectations of what all pupils can achieve. You are keen that pupils should know and live out the school's 'PRIDE' values (progress, resilience, integrity, discipline, excellence). Pupils receive high-quality careers advice and guidance. They are supported well to achieve their ambitions for the next steps in education, employment or training.

Provision for pupils with SEND has improved. You have ensured that pupils with SEND access the full curriculum. The curriculum has been carefully planned so that pupils with SEND are not removed from class for extra help. They are supported to study the subjects that they choose to, including modern foreign languages. Pupils with SEND attend school more regularly than previously. They are less likely to be excluded from school.

Effective steps have been taken to ensure that most pupils attend well. Attendance has improved on the whole. However, too many disadvantaged pupils are frequently absent from school.

You are developing the curriculum. You want to make sure that pupils study a broad range of subjects, including vocational subjects. Currently, pupils select the subjects they wish to study for GCSE at the end of Year 8. You are in the process of changing this so that pupils study the full scope of the national curriculum at key stage 3. At the moment, although pupils study a broad range of subjects, they do not study some of them to enough depth.

Reading is a whole-school priority. Weaker readers are identified quickly. They receive effective help to catch up. Pupils read twice weekly with their form tutors. They read regularly in English lessons. They are helped to access a wide range of texts and genres to broaden their knowledge of the world outside of the school. The library is an inviting space. It is well used and appreciated by pupils.

All staff have access to high-quality professional development. Teachers receive the opportunity to develop their subject expertise and wider educational interests. Subject

leaders in English and science have used their strong subject knowledge to develop well-sequenced curriculum plans. There are planned opportunities for pupils to revisit important knowledge. Pupils said that they enjoy learning in these subjects.

Safeguarding is effective. There is a strong culture of safety and welfare. Pupils said that they appreciate that there are many people they can speak to in school if they have any concerns. Pupils trust the procedures in place to address bullying, should it occur. Pupils behave well. They said that their school is like a family for them.

Additional support

Leaders have received effective internal support from the trust. They have particularly valued the support to quality assure aspects of the curriculum.

The local authority has provided effective external leadership support for the headteacher and other senior leaders.

Evidence

During the inspection, I met with you, the headteacher. I also met with other senior leaders and representatives of those responsible for governance to discuss the actions taken since the last inspection.

I met with the subject leaders for English and science, the designated safeguarding lead and the deputy safeguarding lead. I held conversations with the additional learning and special educational needs lead and the additional learning faculty manager. I met two groups of pupils. I scrutinised a range of documents. I toured the school with you, the headteacher.

I am copying this letter to the chief executive officer of the Voyage Education Partnership, the regional schools commissioner and the director of children's services for Lincolnshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Jayne Ashman
Her Majesty's Inspector