

Inspection of Havelock Academy

Holyoake Road, Grimsby, Lincolnshire DN32 8JH

Inspection dates: 11 and 12 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Havelock Academy is a welcoming school where pupils are respectful. Staff care deeply about the community they serve. Leaders, including those responsible for governance, have created a school of which everyone is proud. Leaders are determined to ensure that pupils receive a high-quality education. Some strategies, such as those to support disadvantaged pupils, need more work to show impact. Pupils are positive about the school. They talk confidently to adults and build strong relationships. Pupils behave well. They say they feel safe and that there is an adult they can talk to if they are worried.

Teachers make lessons engaging. Pupils benefit from content that is delivered well by subject specialists. Leaders have designed the curriculum so pupils learn to appreciate the community in which they live. The programme for after-school activities is varied. Most pupils take advantage of this.

Bullying is rare. Records show that if bullying does occur, leaders take it seriously and deal with it swiftly and effectively.

What does the school do well and what does it need to do better?

Reading underpins all areas of the curriculum. Leaders have a sharp focus on pupils who are in the early stages of learning to read. The reading strategy helps pupils who have fallen behind in their reading to catch up quickly. Teachers support pupils to engage in reading activities across the curriculum.

Leaders have created a curriculum that is ambitious for all pupils, including students in the sixth form. The curriculum is well sequenced so that pupils build the knowledge they need to be prepared for the next stage of their learning. Teachers use the 'Havelock Way' to structure their lessons. This helps pupils acquire the skills and knowledge they need to make progress. In some subjects, teachers do not focus clearly on the key vocabulary that pupils need to deepen their understanding. Pupils do not have enough opportunities to use the correct subject vocabulary. Teachers use assessment accurately to identify gaps in pupils' knowledge and to address misconceptions.

The programme for teachers' professional development is effective. Leaders support new teachers exceptionally well. Regular training enables teachers to deliver lessons that are engaging and enjoyable. Teachers have strong subject knowledge. They support pupils to deepen their learning. For example, in history, teachers help pupils to make links between the impact of modern slavery and modern society. Pupils enjoy these lessons.

Leaders have strong systems in place to identify pupils with special education needs and/or disabilities (SEND). The leader of SEND provides comprehensive information which enables teachers to deliver lessons that support pupils effectively. Teachers adapt the curriculum to meet the individual needs of pupils with SEND. The work

that pupils produce is of high quality.

The curriculum for personal, social, health and economic education ensures pupils access the important knowledge they need to be healthy and active citizens. However, pupils do not have a secure understanding of the importance of fundamental British values and the diversity of world religions. In the sixth form, students find the personal development programme repetitive. Leaders have created a careers programme that helps sixth-form students to take their next steps in education, training or employment.

Leaders engage well with parents and carers. The links between home and school are strong. This has a positive impact on pupils' behaviour and attitudes. Suspensions have decreased, and leaders use these appropriately. Leaders are committed to supporting vulnerable pupils. The school alternative provision centre, the Hive, provides effective support for pupils who do not find the school easy to cope with as a matter of course. Systems for tracking attendance are underdeveloped. Although attendance has not returned to the level it was prior to the COVID-19 pandemic, overall levels of attendance are improving.

Trustees and those responsible for governance are actively involved in the life of the school. They have a thorough understanding of the school's strengths and areas for development. Governors support leaders to take account of staff's workload and well-being. Staff appreciate the support they receive.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding permeates the school. There is a forensic approach to safeguarding by all leaders and staff at the school. Safeguarding leaders know the risks pupils face. Staff are well trained and know how to identify vulnerable pupils. Leaders act swiftly on any concerns raised. They keep thorough records of all concerns. Leaders support pupils and their families intensively to help reduce the impact of the pandemic on the community. This has been successful.

Governors take their safeguarding responsibilities extremely seriously. They visit school regularly to monitor the impact of leaders' safeguarding and child protection work.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not provide sufficient opportunities for pupils to develop subject-specific vocabulary. This means that pupils do not use subject language confidently to deepen their understanding. Leaders should ensure there is a consistent strategy for developing vocabulary across all subjects.

- Some pupils do not attend school on a regular basis. This means they do not benefit from the ambitious quality of education at the school. Leaders must ensure that systems for tracking and managing poor attendance are robust.
- Pupils do not understand the importance of fundamental British values and the diversity of world religions. This means that pupils do not have the relevant knowledge and skills for life in modern Britain. Leaders should make sure that the curriculum provides regular opportunities for pupils to develop their understanding and respect for people different to themselves.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135294
Local authority	North East Lincolnshire
Inspection number	10255727
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,046
Of which, number on roll in the sixth form	84
Appropriate authority	Board of trustees
Chair of trust	David Ross
Principal	Emma Marshall
Website	www.havelockacademy.co.uk
Date of previous inspection	15 October 2021, under section 8 of the Education Act 2005

Information about this school

- The school uses four alternative provisions from the Wellspring Trust.
- The school has its own alternative provision centre, the Hive.
- The school is part of The David Ross Education Trust.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: English, history, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with trustees, the deputy chief executive officer of the trust, governors, the principal and senior leaders.
- Inspectors spoke to leaders responsible for SEND, behaviour and personal development. Inspectors spoke to leaders about provision for pupils who attend alternative provision.
- To check the effectiveness of safeguarding, inspectors spoke to staff with responsibility for safeguarding and checked records and procedures for keeping children safe. Inspectors spoke with staff and pupils about the culture of safeguarding in the school.
- Inspectors took account of the views of parents, staff and pupils through responses to Ofsted's online surveys, including the Ofsted Parent View survey.

Inspection team

Marc Doyle, lead inspector	Ofsted Inspector
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