

# Inspection of The Giles Academy

Church Lane, Old Leake, Boston, Lincolnshire PE22 9LD

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Inspection dates: 10 and 11 May 2023

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

Pupils are proud to attend The Giles Academy. This is a school where staff want the best for all pupils. Leaders have a clear vision for the school and have high aspirations for their pupils. They promote the school's values of 'aspire, challenge and achieve'. Leaders are determined that pupils will succeed.

There are positive relationships between staff and pupils. Staff care about their pupils' education and well-being. Pupils know that the school has high expectations of their learning and conduct. They benefit from strong pastoral care. Pupils feel safe and say they are happy at school.

Pupils are respectful, well mannered and polite. They behave well in lessons and around school.

Pupils value the range of leadership responsibilities available to them, including being on the school council and being reading ambassadors, transition buddies and prefects. Pupils spoke about how these opportunities have given them confidence and a sense of responsibility. The reading ambassadors spoke about the value in seeing other students' reading 'develop and improve'.

Parents and carers are positive about the education their children receive. One view shared by many was, 'The teaching staff are superb, supporting the children academically and pastorally. Expectations are high and the children are all encouraged to succeed.'

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

Leaders have taken swift action and brought about significant improvement at this school. They have worked with commitment and determination. Leaders have made significant improvements to the curriculum and built an ambitious curriculum. Leaders and staff have thought carefully about what pupils, including those with special educational needs and/or disabilities (SEND), should know and be able to do.

Most teachers deliver the curriculum effectively. They have strong subject knowledge and enthusiasm for the subjects they teach. Teachers present information clearly and choose activities that help pupils to learn.

Teachers assess pupils' knowledge and understanding frequently. This information helps teachers to identify when pupils might have gaps in their knowledge. They use it to inform their planning. However, formative assessment procedures are not fully embedded or consistent across all subjects. There is still development needed to ensure that all assessments check learning and misconceptions, identify gaps in pupils' knowledge and inform future teaching.

Reading is at the heart of leaders' priorities. They recognise that reading and literacy are key to high achievement. Staff provide pupils who are struggling with reading

with bespoke support. This support is proving to be successful and is developing pupils' fluency and love of reading.

Pupils who need extra help, including those with SEND and pupils who speak English as an additional language, are well supported. Teachers identify pupils' needs and use appropriate strategies to support their learning. Leaders work well with parents and external agencies to make sure that pupils get extra help when they need it.

Pupils behave well in lessons. During lesson changeover times and at breaktimes, the school is calm and orderly.

Leaders recognise that there is more work to do to improve the attendance of some groups of pupils. Leaders monitor the attendance of pupils. They use a range of strategies to try to improve pupils' attendance. However, the low attendance of some of the most vulnerable pupils means that learning is too often missed.

Leaders promote pupils' personal development well. This helps them to learn how to keep themselves healthy and safe. Pupils have an age-appropriate understanding of relationships and how to stay safe. They have a good understanding of diversity. Pupils respect difference. They told inspectors that 'all are welcome here'.

A high-quality careers education prepares pupils well for their next steps. They are well informed about future opportunities for education, training and employment.

Leaders are focusing on the right areas of the school to improve. They have an accurate view of the school's strengths and development areas. The trust has provided effective support. Teachers benefit from high-quality training, subject networks and coaching. They said that they appreciate the support that they receive. Leaders engage well with staff. They consider and support staff's well-being and workload. Staff are extremely proud to work at The Giles Academy.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has a strong culture of safeguarding and welfare. Staff have a strong moral purpose to do the best that they can to keep pupils safe and ready to learn. Issues are identified quickly. Pupils and their families receive the help that they need, including support from external services. Leaders are tenacious and escalate concerns when necessary to protect pupils' welfare.

Pupils learn how to keep themselves safe. This includes when they are online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Teachers' use of formative assessment does not consistently identify gaps in pupils' knowledge. When this occurs, the curriculum is not adapted well enough to help pupils to catch up. Leaders need to ensure that assessment is used effectively to support pupils to make progress through the curriculum in all subjects.
- Too many pupils are persistently absent. They are missing education and are at risk of falling behind their peers. Leaders should continue to develop strategies to ensure that all pupils attend regularly.

## 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

<b>Unique reference number</b>	148185
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10267815
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	780
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	William Hawkins
<b>Headteacher</b>	Lucy Conley
<b>Website</b>	<a href="http://www.gilesacademy.co.uk">www.gilesacademy.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the South Lincolnshire Academy Trust.
- The school uses one registered alternative provider.
- The school meets the requirements of the Baker Clause, which requires schools to provide students in Years 8 to 11 with information 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 first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- The inspectors carried out deep dives in English, geography, science, art and design, and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- Inspectors also visited a range of lessons in other subjects.
- Inspectors met with leaders responsible for behaviour, personal development and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 3 and 4.
- The lead inspector met with the designated safeguarding leader to discuss the actions taken to keep pupils safe. She reviewed a range of documents and the single central record.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plans.
- The lead inspector met with governors and trustees.
- Inspectors observed pupils around the school at break and lunchtime.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaires.

### **Inspection team**

Dawn Ashbolt, lead inspector	His Majesty's Inspector
John Harrison	Ofsted Inspector
Damian Painton	Ofsted Inspector
John Morrison	Ofsted Inspector

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