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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
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8 March 2023

Mr Nick Law  
Headteacher  
Carre's Grammar School  
Northgate  
Sleaford  
Lincolnshire  
NG34 7DD

Dear Mr Law

### **Serious weaknesses monitoring inspection of Carre's Grammar School**

This letter sets out the findings from the monitoring inspection of your school that took place on 7 and 8 February 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to have serious weaknesses following the graded (section 5) inspection that took place in June 2022.

During the inspection, Gulbanu Kader, John Morrison, Mike Pride, Ofsted Inspectors and I discussed with you, other senior leaders, trustees and governors the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. We also visited lessons, looked at pupils' work, met with pupils and scrutinised documents related to safeguarding, behaviour, attendance and special educational needs and/or disabilities (SEND). Two inspectors and I walked the school site with leaders. I have considered all this in coming to my judgement.

**Carre's Grammar School remains inadequate and has serious weaknesses. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.**

The school should take further action to:

- Ensure that the arrangements to manage the use of the school's site and facilities are effective in keeping pupils safe.

## **The progress made towards the removal of the serious weaknesses designation**

Since June 2022, you have restructured the senior leadership team. Some senior leaders now have different roles. New leaders of safeguarding and English, a SENCo and a lead practitioner are in post as part of the extended leadership team. A personal development curriculum coordinator is in post. The head of year structure has altered. There have been changes to governance. New trustees have joined the trust board. There are new members of the local governing body.

Safeguarding arrangements are not effective. This is particularly in relation to the arrangements for the use of the school's site and facilities. Leaders have not ensured that there are sufficient checks and processes in place to ensure pupils' safety. You have recognised this as a concern. However, leaders have not taken action to mitigate this risk. You have not made alternative arrangements. You have not ensured that an effective risk assessment is in place. Pupils remain at risk.

The newly appointed designated safeguarding lead (DSL) has had significant impact in a short amount of time. Safeguarding records are now detailed. Chronologies are now complete. They now give a true picture of the actions taken to safeguard pupils. The 'CALM' process has improved teachers' understanding of safeguarding processes. Pupils are now more aware of who to turn to if they have a problem or concern.

Although improving, there is not enough capacity within the safeguarding team. The DSL is highly skilled but is overburdened. She has oversight of too many aspects of the school's provision. She has too much to do. Some of the deputy designated safeguarding leads are new to the role. They are committed professionals, but they have only just started their training.

The SENCo is another skilled new leader. The quality of information that teachers receive about pupils with special educational needs and/or disabilities (SEND) has improved. At times, teachers still do not use this information to adapt learning. When provision is weaker, the learning needs of these very able pupils are still not met well enough.

In some subjects, leaders carefully construct the curriculum. There is a clear focus on the important knowledge that pupils need. Plans include opportunities for pupils to revisit prior learning. Pupils become experts. They achieve well in these subjects. This is particularly the case in mathematics and history. However, in some subjects, the curriculum planning is weaker. Leaders do not ensure that planning is focused on the most important knowledge. Teachers do not teach this knowledge clearly. Published information indicates that pupils make average progress at the end of key stage 4. Pupils do not make the progress that they should.

Teachers receive effective professional development. They have strong subject knowledge. Many present information clearly. Some teachers skilfully use assessment to check pupils' understanding. They identify misconceptions in pupils' learning. This is

particularly evident in sixth-form lessons. But teachers' assessment of pupils' learning continues to be inconsistent in quality. Assessment is weaker when curriculum planning is insufficiently precise. This results in some pupils, including pupils with SEND, developing learning gaps.

Pupils are a credit to their school. There is an effective well-being team and a proactive school council. The 'queer alliance' has raised the profile of LGBTQ+ issues in a mature and impressive manner. Leaders have introduced a new curriculum for personal development. This curriculum is carefully planned. Pupils also experience a comprehensive tutor programme and external workshops. This curriculum offer is beginning to ensure that pupils gain an understanding of age-appropriate relationships education and fundamental British values. Some year groups still do not have enough curriculum time allocated to personal development, particularly Year 11. Some pupils said that relationship education did not reflect their sexual orientation well enough.

Leaders have sought external support from other trust leaders, teachers and national experts. This support has helped to improve the quality of the curriculum planning in some subjects. It has helped to refine action planning. The monitoring of the quality of education is beginning to improve. You accept that the internal support provided through subject networking is inconsistent in quality and impact.

I am copying this letter to the chair of the board of trustees, and the chief executive officer or equivalent of the Robert Carré Trust, the Department for Education's regional director and the director of children's services for Lincolnshire local authority. This letter will be published on the Ofsted reports website.

Yours sincerely

Jayne Ashman  
**His Majesty's Inspector**