

# Haven High Academy

**Address:** Marian Road, Boston, Lincolnshire, PE21 9HB

**Unique reference number (URN):** 138754

## Inspection report: 7 July 2026

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Exceptional        |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Strong standard    |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Expected standard  |                                                                                                                                                                                                                                                                                                                                               |
| Needs attention    |      |
| Urgent improvement |                                                                                                                                                                                                                                                                                                                                                                                                                                |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Personal development and wellbeing

Expected standard 

Leaders have designed a broad and interesting personal development programme that prepares pupils well for adulthood and for their lives in modern Britain. In planning the personal development offer, leaders have carefully considered the school's and pupils' contexts.

Leaders are alert to any pupils who are vulnerable or who face challenges to their wellbeing. Pupils value the support that is provided and know that there is always somebody they can talk to when they are worried.

The curriculum for personal, social and health education meets all statutory requirements. Pupils learn how to maintain positive and healthy relationships and benefit from age-appropriate sex education. The curriculum helps pupils understand the risks they face, both online and in their local community. Pupils are taught about the dangers of substance misuse and how to protect themselves from exploitation. They learn how to eat healthily and look after their physical and mental health.

The school makes sure that pupils gain the knowledge they need to be active citizens. Pupils develop a detailed understanding of the law, including how people's differences are protected, and the fundamental British values. Pupils talk confidently about issues that affect them and respect views different to their own. Focused days expose pupils to different cultures and give them the opportunity to express their own cultural identity.

The careers programme is designed to help pupils understand the world of work and find out about future education and training opportunities. There are many opportunities for pupils to connect with employers, and pupils all benefit from impartial advice.

As well as overseas visits, the curriculum is enriched by trips closer to home. Leaders recognise that many pupils do not have opportunities to travel, outside of school, and make sure that all pupils benefit from these experiences. Leaders monitor pupils' participation in extra-curricular activities and try to provide something that is of interest to everyone.

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## Needs attention

### Achievement

Needs attention 

Pupils' achievement across the curriculum is inconsistent. At times, gaps in prior learning and weaknesses in basic skills are not corrected. This means that pupils struggle to connect new knowledge and learning is insecure. Sometimes, expectations of the quality of work that pupils can produce are not high enough.

Over time, pupils' achievement in key stage 4 examinations has been below national averages. While this has begun to improve, pupils are not as well prepared for their next stages in education, training and employment as they could be.

In subjects where the curriculum is well designed, and in classrooms where teaching is of high quality, pupils gain knowledge securely. When teachers' expectations are high, pupils rise to the challenge and produce work of high quality. Targeted support for pupils with weak foundations in reading, writing and mathematics is impactful. This supports these pupils to make progress from their starting points.

## Attendance and behaviour

Needs attention 

Despite some improvements, a minority of pupils do not behave as well as they should. They disrupt learning and negatively affect other pupils' enjoyment of school. While the school has high expectations of all pupils' behaviour, there is some inconsistency in the way that poor behaviour is challenged and addressed.

On the other hand, the majority of pupils have positive attitudes to learning. They follow rules and routines without fuss and enjoy positive relationships with peers and staff. Classrooms are typically calm. Most pupils move around the school sensibly to get to lessons on time. The school makes reasonable adjustments for pupils, including those with special educational needs and/or disabilities (SEND), to help them to manage their behaviour. Staff do not tolerate bullying or discrimination. Any incidents are taken seriously and resolved quickly.

Good attendance is a priority for the school. Leaders monitor attendance carefully and work closely with pupils to address any barriers to good attendance. As a result, attendance has improved significantly. The attendance of disadvantaged pupils is close to the national average. The attendance of pupils with SEND is above that of pupils with SEND nationally.

## Curriculum and teaching

Needs attention 

The quality of teaching varies. Sometimes, teachers do not check pupils' understanding carefully enough. This means that they do not identify pupils' starting points or gaps in pupils' prior learning accurately. At times, there is a lack of clarity about what pupils should learn. As a result, teaching is not as sharply focused on the important knowledge that pupils need to learn as it could be. Teachers do not apply planned strategies consistently to support pupils to overcome barriers to learning. Sometimes, pupils with special educational needs and/or disabilities do not get the support they need to succeed.

The school has introduced systems to identify when pupils have gaps in basic skills, such as reading, writing and numeracy. Leaders have begun to plan and deliver support so that pupils catch up. This has been particularly impactful in helping pupils to gain fluency and confidence in reading. However, there is not sufficient focus on supporting pupils to strengthen these basic skills across the curriculum.

Leaders have an accurate view of the quality of the curriculum. They have rightly prioritised redesigning subject curriculums and planning effective teaching strategies. Professional learning for staff is focused sharply on improving the quality of teaching and supporting pupils to overcome barriers to learning. This is beginning to have an impact, but leaders know there is more to do.

Planned strategies to support pupils to overcome barriers to learning are not implemented consistently across the school. The school has effective systems in place to identify when pupils have special educational needs and/or disabilities (SEND), or when pupils face barriers to learning or wellbeing. Leaders work closely with pupils, and their families, to put plans in place to ensure that these pupils' needs are met. These plans are shared with staff but there is variation in how well they are applied in the classroom. Leaders recognise this. They have begun an ambitious programme of professional learning to make sure that teaching meets the needs of all pupils.

Specialist staff in the 'SEND hub' and the school's 'Forward Step' provision provide effective, personalised support for pupils with significant barriers to learning. A small number of pupils benefit from accessing alternative provision that meets their needs and supports their aspirations.

Leaders make sure that pupil premium funding is used effectively to improve the experiences and achievement of disadvantaged pupils. Planned strategies help vulnerable pupils overcome barriers to learning. For example, targeted support for pupils at the early stages of learning English enables them to develop fluency and access the curriculum alongside their peers.

## **Leadership and governance**

After a turbulent past, the school's leadership has strengthened and stabilised. This has brought about significant improvements. However, there is still more work needed to raise standards and to make sure that pupils leave the school with the knowledge and qualifications they need to be successful in their next stages of education, training or employment.

Ambitious and determined leaders have absolute clarity about their priorities for improving the school. Their work has been impactful. For example, leaders have improved attendance and behaviour. They have redesigned the curriculum and are working to strengthen its implementation.

Leaders have established a well-considered programme of professional learning for staff to improve teaching and to strengthen the focus on supporting pupils to overcome any barriers to learning. This is based on up-to-date research and draws on expertise from external partners. Staff are positive about these opportunities to develop their practice. They are united in their determination to support leaders to improve the school. However, some staff highlighted concerns about the impact of these changes on their workload.

Trust leaders have been influential in supporting school leaders to make necessary improvements to all aspects of the school's provision. Trustees know the school well. They are experienced and have the knowledge and skills necessary to hold leaders to account and to make sure that the school fulfils its statutory duties.

Pupils and staff are positive about the changes they have seen at the school. Leaders work hard to listen to, and engage with, parents and carers. However, some parents still hold

negative views about the school.

## What it's like to be a pupil at this school

Pupils experience variation in the quality of teaching. Some pupils with special educational needs and/or disabilities (SEND), or other barriers to learning, are not supported to succeed as well as they could be. As a result, pupils' achievement varies. Some pupils' enjoyment of school is affected negatively by the poor behaviour of a minority. While the school has improved significantly, there is further work to do to ensure that all pupils thrive and are well prepared for their next stages in education, training or employment.

Pupils recognise the improvements that the school has made to the curriculum. They value the range of subjects on offer and most enjoy learning. Pupils told inspectors that behaviour is much improved. The majority of pupils are happier at school than was previously the case. They feel safe and well cared for. As a result, attendance has improved significantly.

Pupils meet staff at the 'blue line' at the start of each day. Staff make sure that pupils have all the equipment they need. This sets a positive tone for the day and also provides an opportunity for pupils to share any worries they have with caring staff. Typically, pupils are respectful and behave well. At breaktime and lunchtime, pupils play games and socialise happily. Incidents of bullying and discrimination are rare and never tolerated.

Pupils enjoy a wide range of extra-curricular activities. These include sports clubs, such as football and darts, that help pupils to develop their talents. Other clubs cover a range of interests, such as crochet, gardening and yoga. Overseas trips to Germany, Thailand and Morocco give pupils the chance to experience different cultures and provide them with memorable experiences. The school makes sure that these opportunities are available to all pupils, including those who are disadvantaged or those with SEND.

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## Next steps

- Leaders need to make sure that the strategies they have planned to meet their priorities for improvement are impactful and lead to sustained improvement.
- Leaders need to make sure that staff have the expertise to implement planned classroom strategies to help pupils overcome barriers to learning and that staff apply these strategies consistently.
- Leaders should make sure that the curriculum is designed and delivered consistently so that all pupils achieve well and are well prepared for their next stages.
- Leaders need to ensure that teachers check pupils' understanding routinely and adapt their teaching to resolve any gaps or misconceptions so that pupils gain knowledge securely.
- Leaders need to make sure that the curriculum consistently supports pupils who have weak foundations in reading, writing and mathematics to catch up quickly.

- Leaders need to make sure that any incidents of poor behaviour are challenged and addressed consistently.
  - Leaders should continue to refine the wider personal development offer so that all pupils are very well prepared for their lives in modern Britain.
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## About this inspection

This school is part of Voyage Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Emma Hadley, and overseen by a board of trustees, chaired by Christopher Penney.

Inspectors carried out this inspection under section 8 of the Education Act 2005. We decided to treat the inspection as a full inspection under section 5 of the same act.

The inspection took place on 7 and 8 July 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, the headteacher, other school leaders, staff and pupils during the inspection. The lead inspector met with leaders and trustees from the multi-academy trust, including the CEO and the chair of trustees.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school currently makes use of 2 alternative provisions, both of which are registered.

Executive headteacher: Austin Sheppard

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### Lead inspector:

John Spragg, His Majesty's Inspector

### Team inspectors:

Susan Vasey, Ofsted Inspector

Matthew Sammy, Ofsted Inspector

Jenny Brown, Ofsted Inspector

Louisa Morris, Ofsted Inspector

# Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

## School and pupil context

### Total pupils

**1,272**

Above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

### School capacity

**1,275**

Close to average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

### Pupils eligible for free school meals (FSM)

**37.03%**

Above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

## **Pupils with an education, health and care (EHC) plan**

**3.85%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

## **Pupils with special educational needs (SEN) support**

**17.69%**

Above average

### **What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 13.4%

## **Location deprivation**

**Close to average**

### **What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced provision or SEND unit (if applicable).

## **All pupils' performance**

**English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 12.4%       | 45.4%            | Below                          |
| 2023/24 (final) | 16.2%       | 45.9%            | Below                          |
| 2022/23 (final) | 14.5%       | 45.3%            | Below                          |

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 31.7        | 46.1             | Below                          |
| 2023/24 (final) | 31.3        | 45.9             | Below                          |
| 2022/23 (final) | 33.1        | 46.3             | Below                          |

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | -0.65       | -0.03            | Below                          |
| 2022/23 (final) | -0.39       | -0.03            | Below                          |

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 7.9%        | 25.8%            | Below                          |
| 2023/24 (final) | 4.7%        | 25.8%            | Below                          |
| 2022/23 (final) | 18.5%       | 25.2%            | Close to average               |

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 28.0        | 34.9             | Below                          |
| 2023/24 (final) | 26.3        | 34.6             | Below                          |
| 2022/23 (final) | 31.5        | 35.0             | Close to average               |

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | -1.09       | -0.57            | Below                          |
| 2022/23 (final) | -0.76       | -0.57            | Close to average               |

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

**Disadvantaged pupils' English and maths GCSE grade 5 or above**

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 7.9%        | 53.1%                            | -45.3 pp                |
| 2023/24 (final) | 4.7%        | 53.1%                            | -48.5 pp                |
| 2022/23 (final) | 18.5%       | 52.4%                            | -33.9 pp                |

**Disadvantaged pupils' Attainment 8**

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 28.0        | 50.4                             | -22.4                   |
| 2023/24 (final) | 26.3        | 50.0                             | -23.8                   |
| 2022/23 (final) | 31.5        | 50.3                             | -18.8                   |

**Disadvantaged pupils' Progress 8**

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2023/24 (final) | -1.09       | 0.16                             | -1.25                   |
| 2022/23 (final) | -0.76       | 0.17                             | -0.93                   |

**Destinations after 16**

## Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

| Year                   | This school | National average | Compared with national average |
|------------------------|-------------|------------------|--------------------------------|
| 2023 leavers (revised) | 88%         | 92%              | Below                          |
| 2022 leavers (revised) | 92%         | 93%              | Average                        |
| 2021 leavers (revised) | 91%         | 94%              | Average                        |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 11.6%       | 8.4%             | Above                          |
| 2023/24 (3 term) | 15.8%       | 8.9%             | Above                          |
| 2022/23 (3 term) | 13.1%       | 9.0%             | Above                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 37.4%       | 23.4%            | Above                          |
| 2023/24 (3 term) | 49.4%       | 25.6%            | Above                          |
| 2022/23 (3 term) | 42.5%       | 26.5%            | Above                          |

# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

## Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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