

# Charles Read Academy

**Address:** Bourne Road, Corby Glen, Grantham, Lincolnshire, NG33 4NT

**Unique reference number (URN):** 136479

## Inspection report: 2 June 2026

|                    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| 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

### Achievement

Expected standard 

Pupils are typically well prepared for their next steps. This means that pupils move on to appropriate destinations in further education, employment or training. Many pupils start at Charles Read Academy with weaker reading and key skills. Typically, disadvantaged pupils achieve as well as other disadvantaged pupils nationally. Pupils with lower starting points, including those special educational needs and/or disabilities, have made good progress through the curriculum. Recent results have been lower than those for previous cohorts. However, many pupils made suitable progress over time.

Pupils typically gain secure knowledge and skills across subjects. They produce work that demonstrates suitable progress through the curriculum. Leaders have introduced effective activities in the school day to support reading. They have appointed staff with specialist knowledge to support pupils who start with gaps in their early learning. Some pupils receive targeted support, which helps them to learn the curriculum.

### Curriculum and teaching

Expected standard 

Pupils benefit from a well-structured curriculum. The curriculum focuses on building essential knowledge so that pupils typically make progress over time. Leaders know that many pupils join the school with lower starting points than pupils nationally. They make sure that the curriculum is carefully adjusted to support all pupils, including those with special educational needs and/or disabilities.

Leaders have an accurate understanding of the quality of teaching across the school and know what is needed to improve further. On occasion, pupils experience less consistent teaching across the curriculum. Leaders have provided training for staff that secures a more consistent approach to teaching. Lessons typically follow a familiar structure, so pupils know what is expected of them. This helps to create a calm and orderly environment that supports learning.

Assessment is increasingly used to help staff spot and address mistakes early. Typically, teachers use a range of strategies to check what pupils know and use this to plan next steps. At times, teachers do not always check pupils' work during lessons. When this occurs, pupils do not consistently demonstrate the basic skills needed to support their learning over time.

### Inclusion

Expected standard 

Overall, the school identifies the needs of pupils well. This includes those with special educational needs and/or disabilities. Leaders have enhanced systems to identify pupils who may face additional barriers to their academic achievement and wellbeing. They use their knowledge of pupils' needs to ensure that they get the right support at the right time, including from external agencies.

Staff across the school know their pupils well. Teachers are trained to provide appropriate adaptations to lessons. Because of this, pupils receive suitable help in lessons so that they can learn successfully and make progress over time. A small number of pupils have more complex needs. These pupils receive additional help, but some still find it hard to stay settled at school and access learning consistently. Leaders are strengthening the support for these pupils.

Leaders make effective use of additional funding. They have made strategic decisions about how to support the most vulnerable pupils, including those with the lowest starting points, to secure basic skills in English, mathematics and science. Leaders use alternative provision appropriately for pupils who require additional support. They are careful to link this to pupils' needs and support them when they return to school.

## **Leadership and governance**

**Expected standard** 

Leaders have an accurate understanding of the school's strengths and the areas that need further improvement. They have appropriately prioritised key actions for improvement and have made a positive difference. This includes strategies to increase pupils' attendance and establish effective routines to support positive behaviour across the school day.

Trust leaders and those responsible for governance share leaders' high ambition for pupils. They offer effective support and challenge to secure a consistent standard in all areas of the school's work, including safeguarding. The trust's oversight ensures that leaders are well supported. Decisions taken by leaders are in the best interests of pupils, particularly those who are more vulnerable. Leaders are determined to continue to raise pupils' aspirations.

Most staff feel well supported by leaders and value the learning opportunities provided. They feel proud to work at the school. Staff, including those new to teaching or the school, receive well-considered training to carry out their roles, including using systems to keep pupils safe. Professional learning supports the quality and consistency of teaching. Leaders are aware of staff's wellbeing and workload and take steps to support this.

Leaders work effectively with other professionals to ensure that pupils and families receive appropriate support. These partnerships help some pupils overcome barriers to wellbeing and learning. Leaders listen to feedback from parents and consider how they can adapt their approach to increase parental involvement in school life. Leaders are taking steps to strengthen relationships with all families in the school community.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have ensured that pupils benefit from a well-planned personal, social, health and economic education (PSHE) curriculum. This builds pupils' understanding of important topics such as relationships and keeping safe online. The PSHE programme is complemented by assemblies and tutor periods which reinforce pupils' learning and personal development. For more complex topics, leaders use external professionals to provide specialist training for staff and provide additional support for pupils. Pupils understand the importance of respecting others and developing resilience. They are developing their knowledge of British values, world cultures and religions. Some pupils find it

more difficult to recall this learning. When this is the case, they are less well prepared for life in modern Britain.

Staff are committed to supporting pupils' needs and work together to identify concerns and plan appropriate and timely action. Pupils who require additional support for confidence and wellbeing are supported by well-trained staff. The school creates a sense of belonging through the house system and pastoral care. Pupils say that they feel safe and know who to go to if they have concerns. Issues raised are generally resolved effectively.

The extra-curricular offer is embedded in the school week. This ensure that all pupils, including the most vulnerable, take part in a range of additional activities. Pupils appreciate the additional opportunities they have, including trust-wide competitions and trips that extend their learning beyond the classroom. Leaders are committed to raising the aspirations of all pupils. Visiting speakers and careers education help pupils make informed decisions about their futures. As a result, pupils are increasingly ambitious about their next steps. Many pupils recognise how individual subjects link to future career choices and help them build relevant skills. However, some pupils do not fully appreciate how the wider curriculum contributes to their broader development.

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## Needs attention ●

### Attendance and behaviour

Needs attention ●

Leaders consistently promote the importance of regular attendance at school. However, overall attendance is below the national average, and too many pupils regularly miss school. Leaders have developed a range of strategies to support pupils to attend more regularly. There are clear systems to identify and follow up on absences. These help staff celebrate success and provide support for pupils when needed. While there are some improvements for individual pupils, this is not consistent for all groups of pupils over time.

Recently, leaders have reinforced their expectations of pupils' behaviour at school. Most pupils and parents have responded positively. Some pupils do not meet the school's expectations. This includes pupils with more complex vulnerabilities. Too many pupils receive repeated sanctions, including suspensions, and overall suspension rates are above national figures.

However, leaders' actions to improve behaviour are beginning to have a positive impact. Staff apply consistent routines to support positive behaviour across the school, including at the start of the school day. As a result, the school is increasingly calm and orderly. Many pupils can complete their work without being distracted or interrupted. When bullying or discrimination happens, it is dealt with appropriately.

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

Charles Read Academy is a small school with a strong sense of community. Pupils understand the importance of respect and tolerance. When bullying or discriminatory behaviour happen, they are taken seriously. This helps pupils feel safe and confident to take part in school life.

Over time, pupils typically make positive progress from their starting points. This is particularly the case for disadvantaged pupils and those who begin with less secure foundations for learning. Staff know pupils well. They understand pupils' barriers to learning. This means that the curriculum, teaching and pastoral support are adapted to meet the needs of most pupils. In many lessons, teachers make changes to ensure that pupils with special educational needs and/or disabilities and those who are disadvantaged can learn as well as their peers.

Some pupils do not attend school regularly enough. Leaders are ambitious to raise pupils' attendance. Some of their work has had a positive impact for individual pupils. However, overall pupil attendance is not consistently improving over time. Leaders have reinforced behaviour expectations. They have established consistent routines. This supports appropriate behaviour in lessons and around the school. However, suspensions are high. Some pupils do not yet have the support they need to make consistently positive choices about their behaviour.

Leaders are ambitious for all pupils. They work to raise aspirations and prepare pupils for their futures. Pupils develop skills that help them work with others and take responsibility for their actions. Trips and events help pupils discover new interests and experiences outside their usual environment. These are generally well regarded by pupils. They enjoy taking part in competitions, the Duke of Edinburgh's Award scheme and other activities, such as bushcraft. The careers programme ensures that pupils are well informed about their futures. Pupils are increasingly well prepared for their next steps.

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## Next steps

- Leaders should ensure that assessment of pupils' work is consistent so that gaps in learning are identified and addressed quickly, and all pupils build the foundational skills they need for future learning.
  - Leaders should continue to strengthen and implement strategies to support attendance so that attendance for all pupils, including disadvantaged pupils, improves over time.
  - Leaders should strengthen their work to improve the behaviour of those pupils who repeatedly do not meet the school's high expectations, including the most vulnerable pupils.
  - Leaders should ensure that the personal development curriculum enables all pupils to confidently recall their learning about British values, world cultures and religions, so that they are well prepared for life in modern Britain.
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## About this inspection

The school principal is Kerry Milligan.

This school is part of David Ross Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Rose, and overseen by a board of trustees, chaired by David Ross.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

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 school leaders, staff, pupils and parents. They also spoke with representatives of the trust, including the leaders, and those responsible for governance, during the inspection.

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.

The school currently makes use of 3 alternative provisions, none of which are unregistered.

Executive Headteacher: Sue Jones

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### Lead inspector:

Helen Loader, His Majesty's Inspector

### Team inspectors:

Mohamed Patel, Ofsted Inspector

Gary Carlile, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 June 2026

## School and pupil context

Total pupils

**267**

Well below 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**

**275**

Well below 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)**

**42.32%**

Above average

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

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

National average: 28.9%

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

**8.61%**

Well above 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**

**36.70%**

Well above average

**What does this mean?**

The proportion of pupils with reported special educational support needs 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) | 30.4%       | 45.4%            | Below                          |
| 2023/24 (final) | 29.4%       | 45.9%            | Below                          |
| 2022/23 (final) | 46.9%       | 45.3%            | Close to average               |

**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) | 37.6        | 46.1             | Below                          |
| 2023/24 (final) | 42.5        | 45.9             | Close to average               |
| 2022/23 (final) | 44.6        | 46.3             | Close to average               |

## 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) | 0.58        | -0.03            | Above                          |
| 2022/23 (final) | 0.62        | -0.03            | Above                          |

## 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) | 12.5%       | 25.8%            | Below                          |
| 2023/24 (final) | 12.5%       | 25.8%            | Below                          |
| 2022/23 (final) | 35.7%       | 25.2%            | Above                          |

### 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) | 28.8        | 34.9             | Below                          |
| 2023/24 (final) | 38.2        | 34.6             | Close to average               |
| 2022/23 (final) | 37.4        | 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) | 0.33        | -0.57            | Above                          |
| 2022/23 (final) | 0.21        | -0.57            | Above                          |

### 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) | 12.5%       | 53.1%                            | -40.6 pp                |
| 2023/24 (final) | 12.5%       | 53.1%                            | -40.6 pp                |
| 2022/23 (final) | 35.7%       | 52.4%                            | -16.7 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) | 28.8        | 50.4                             | -21.6                   |
| 2023/24 (final) | 38.2        | 50.0                             | -11.9                   |
| 2022/23 (final) | 37.4        | 50.3                             | -12.9                   |

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) | 0.33        | 0.16                             | 0.16                    |
| 2022/23 (final) | 0.21        | 0.17                             | 0.05                    |

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) | 98%         | 92%              | Not available                  |
| 2022 leavers (revised) | 96%         | 93%              | Not available                  |
| 2021 leavers (revised) | 91%         | 94%              | Not available                  |

# 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) | 10.9%       | 8.4%             | Above                          |
| 2023/24 (3 term) | 10.5%       | 8.9%             | Above                          |
| 2022/23 (3 term) | 8.8%        | 9.0%             | Close to average               |

## 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) | 28.3%       | 23.4%            | Above                          |
| 2023/24 (3 term) | 35.6%       | 25.6%            | Above                          |
| 2022/23 (3 term) | 26.8%       | 26.5%            | Close to average               |

# 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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