

Inspection of a good school: Enfield Academy of New Waltham

Enfield Avenue, New Waltham, Grimsby, North East Lincolnshire DN36 4RB

Inspection dates: 11 and 12 October 2023

Outcome

Enfield Academy of New Waltham continues to be a good school.

The principal of this school is Amanda Scott. This school is part of The Enquire Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Darren Holmes, and overseen by a board of trustees, chaired by Delyse Turrell.

What is it like to attend this school?

Enfield Academy of New Waltham is a friendly and welcoming community. Pupils enjoy attending and feel safe in school. Pupils know that adults will help them if they are worried about something. In recent years, the number of pupils attending the school has increased. The school has managed this change well. It has remained focused on maintaining a high-quality education for all pupils.

The school has high expectations of all pupils. It promotes the qualities of ambition, resilience and collaboration in its development of pupils. Pupils recognise how these qualities benefit their learning and will help them when they are older.

Pupils behave well. They display positive attitudes to learning. Strong relationships between staff and pupils are seen across the school. Staff skilfully support pupils whose behaviour does not meet the school's expectations. Pupils enjoy the opportunity to earn rewards. They recognise the importance of consistently demonstrating positive behaviour and being a good role model to others. Pupils aspire to be nominated to be an 'Enfield Emerald'. They are proud to wear their green jumpers that acknowledge this award. This successfully promotes the behaviours that are expected to be seen.

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

The school has clearly mapped out the knowledge and skills that pupils must learn from early years to Year 6. Leaders make sure that pupils study the entirety of the planned curriculum by the time they leave the school. The school has identified the knowledge within the curriculum that must be regularly revisited. Teachers provide frequent opportunities to revise prior learning. This helps pupils to remember important knowledge

and skills. They increasingly apply this learning to different aspects of the curriculum. Teachers use their strong subject knowledge to promote discussion. This supports pupils in learning new concepts. Pupils present their work neatly. In some lessons, opportunities for pupils to develop independence in their learning are limited. Subject leaders are knowledgeable about the areas of the curriculum they are responsible for. They oversee more than one subject area. The school provides time for them to carry out their roles.

The school's new Nursery is an attractive place for children to play and explore. Adults promote the use of language and communication effectively during their interactions with children. Children enjoy listening to stories. They contribute to discussions about the books that are read by adults. In Reception, children develop their skills in early mathematics. They learn to count by using different objects such as pebbles. Children participate in activities confidently. Adults support children in early years well to foster the skills to become independent. Children are motivated to explore new ideas.

The development of reading has high priority in the school. From the beginning of the academic year, children in Reception begin to learn the sounds that letters make. Phonics lessons are taught daily to pupils who are learning to read. Where necessary, additional support is provided to pupils that enables them to keep up with the phonics programme. Pupils read books that are matched to their phonics knowledge. Most read with increasing fluency and accuracy. Adults listen to pupils reading regularly, especially those at the early stages of learning to read. However, adults do not consistently use strategies effectively to teach pupils how to read. This prevents pupils from using their phonics knowledge with accuracy. Pupils read a range of challenging texts. Most enjoy reading.

Pupils with special educational needs and/or disabilities (SEND) are supported well in class. The school has established processes to identify pupils who may have additional learning needs. It liaises with parents and carers so that pupils are supported appropriately. Skilled adults know the pupils well. Staff break tasks down into smaller steps effectively. Pupils complete work that is closely matched to their needs. This enables pupils with SEND to achieve success in their learning.

Pupils engage in a range of opportunities that enhance their broader development. Extra-curricular clubs have been re-established following a pause during the pandemic. These are usually well attended, including by disadvantaged pupils. Teachers discuss current affairs and news stories with pupils at an age-appropriate level. This increases pupils' awareness of the world. It helps them to appreciate different people's points of view. Pupils know about world faiths and cultures. They know that it is important to treat everyone fairly and with respect. The school intends to further enhance its strategies to support the pupils' personal development. However, the school has not considered how it will measure the impact of the actions taken. This is also the case for some other areas of school improvement. This makes it difficult for leaders, including those with responsibility for governance, to identify whether the school's actions are having the intended outcome.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Strategies used by staff to support individual pupils to read are not consistent. This prevents some pupils from using and applying their phonics knowledge with accuracy. The school should ensure that staff use consistent strategies to support pupils to learn to read.
- The school has not defined how it will measure the impact of its actions to improve further. It is difficult for leaders, including those with responsibility for governance, to refine improvement strategies based on informed evaluations. The school should identify what they will check to ensure that actions to improve the school are having the intended impact.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Enfield (New Waltham) Primary School, to be good in May 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142269
Local authority	North East Lincolnshire
Inspection number	10290297
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	Board of trustees
Chair of trust	Delyse Turrell
CEO of the trust	Darren Holmes
Principal	Amanda Scott
Website	www.enfieldacademy.co.uk
Date of previous inspection	3 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Enquire Learning Trust.
- The school's Nursery class opened in September 2023. It has provision for two-year-olds.
- In recent years, the school's roll has increased significantly.
- The school does not use any alternative provisions.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited

a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Meetings were held with members of the academy improvement committee.
- The inspector spoke with the chair of the trust.
- Responses to Ofsted's parent questionnaire, Ofsted Parent View, were considered. In addition, the inspector reviewed Ofsted's staff and pupil questionnaires.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

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