

Welholme Academy

Welholme Road, Grimsby, North East Lincolnshire DN32 9JD

Inspection dates

21–22 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The progress pupils are making is consistently good in a wide range of subjects and in reading, writing and mathematics.
- Senior leaders have developed good systems to check the quality of teaching. They have used professional development wisely to make sure teaching is good and pupils' progress is good.
- Teachers have good subject knowledge. This enables them to plan interesting tasks that motivate pupils to engage well in learning.
- Teaching assistants are skilled in supporting pupils' learning both inside and outside the classroom.
- The teaching of early reading and phonics (letters and the sounds they represent) is of a very high standard. Children and pupils are keen to read and excited by the good range of books available to them.
- The primary school physical education and sports funding is used very well to make sure pupils enjoy sport and are fit and healthy.
- Pupils say they feel safe in school and enjoy school. They are pleasant and polite, and have good attitudes to learning.
- Children make good progress in Reception because of good teaching and good leadership. They enjoy the activities available to them and work well together.
- Parents are very confident in the work of the school. They are clear that children are safe, well cared for and receive a good education.
- Leaders have made sure there are high-quality systems to keep pupils safe, particularly the most vulnerable pupils.
- The trust is making a good contribution to the work of the school. It is contributing well to improving the quality of teaching and pupils' progress.
- Governors are knowledgeable and very ambitious for the pupils and staff. They support and challenge the headteacher well to ensure that the school's work is good.
- Subject leaders use a wide range of information to check teaching but have yet to be more precise in identifying what needs to be done to strengthen pupils' progress further.
- Pupils do not have sufficient opportunities to use their mathematical skills in other subjects.
- Occasionally, teachers' explanations are not clear enough for the least able pupils to strengthen their learning.
- Although attendance is improving in general, disadvantaged pupils are absent too often and so they miss vital learning.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching to strengthen pupils' outcomes by:
 - setting work that is appropriately challenging and meets the needs and abilities of pupils, particularly in mathematics
 - providing greater opportunities for pupils to apply their mathematical skills across a wide range of subjects
 - using skilful questioning consistently well to check pupils' learning and deepen their understanding
 - explaining clearly to least-able pupils how they can overcome errors and misconceptions.
- Increase the impact of leaders and managers by ensuring that:
 - subject leaders identify areas for improvement in the quality of teaching and link them precisely to the progress pupils are making
 - pupils' cultural experiences are well planned across the curriculum
 - effective strategies are put in place to ensure that the overall attendance of disadvantaged pupils is at least average.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, governors and the trust have successfully developed the quality of teaching and ensured that pupils' outcomes are now good. Leaders have developed a strong sense of purpose among staff that has assisted them in improving the overall effectiveness of the school to be good.
- Systems for checking the performance of teachers are thorough. Professional development is identified and has had a strong impact on strengthening the quality of the teaching of reading and writing. Newly qualified teachers have good support to develop their teaching skills.
- A performance review system for teaching assistants identifies their training needs. Inspectors noted that teaching assistants are very skilled in the teaching of early reading and phonics. Teachers and teaching assistants attend joint training sessions. This is a good example of the school's commitment to equality of opportunity for all.
- Senior leaders and the trust have established effective systems for checking teaching and pupils' progress. They use a wide range of information to check teaching and to hold teachers to account for their work.
- Senior leaders and governors have an accurate view of the school and have systematically tackled areas for improvement. As a result, pupils' progress in reading and mathematics has improved rapidly. Leaders and managers track pupils' progress meticulously within school. However, in 2016, leaders did not adjust published information to reflect the high level of mobility in the pupil population. Therefore, published information does not show an accurate view of pupils' progress.
- Leaders identify appropriate actions to improve the school further. However, they are aware that they have yet to implement measurable success criteria to identify clearly the impact of the actions they are taking.
- Subject leaders are beginning to play their part effectively. They have delivered training to staff to strengthen the quality of teaching and this has had a good impact across a range of subjects including English and mathematics. However, they are not consistently linking the quality of teaching to pupils' progress when identifying areas to improve.
- The curriculum makes a good contribution to pupils' learning and their personal development, behaviour and welfare. Leaders have established consistent systems for the teaching of reading, writing and mathematics. These systems have improved pupils' outcomes swiftly during the past year. Pupils enjoy the many visits and visitors that enrich their learning. Teachers use these experiences especially well to encourage pupils to write extensively. There is a good range of additional activities and clubs with high levels of pupil engagement.
- There is good provision for pupils' spiritual, moral and social development. Leaders provide opportunities for pupils to develop their cultural awareness but they are not well planned across the curriculum to ensure pupils a wide range of cultural opportunities.

- The primary school physical education funding is used very well. Pupils take part in a wide range of activities including rugby, gymnastics, dance and competitions between the houses in school and with other schools across the trust.
- The extra funding provided for those pupils who have special educational needs and/or disabilities is used well. The school provides additional support that caters well for the academic, social and emotional well-being of these pupils. Specialist support is purchased from external agencies to make sure all pupils can access the curriculum.
- The additional government funding for disadvantaged pupils is 'ring fenced' for these pupils. It is used effectively to provide social and emotional support and additional learning support. The progress made by disadvantaged pupils is checked very carefully and is showing signs of improvement. However, more is yet to be done to strengthen the attendance of disadvantaged pupils. The funding is also used to subsidise visits and ensure that disadvantaged pupils can participate in all aspects of school life.
- The trust provides good support for the school. Their adviser carries out joint observations of teaching and learning with senior leaders and is supporting the school in developing the skills of subject leadership. Leaders and teachers have benefited well from visiting other schools in the trust to improve their practice. This has contributed well to the rapid improvements in pupils' outcomes.
- Parents hold the school in high regard. They are very confident that the school responds to their concerns well and the school is well managed. Leaders have good systems to introduce pupils and parents to the school including those pupils and parents arriving at different times of the year.

Governance of the school

- Governors have a good range of skills including expertise in education and safeguarding. They visit the school regularly and at their meetings they hold senior leaders and subject leaders to account for their work. Governors have a clear understanding of the performance of the school in comparison to other schools nationally.
- Governors commissioned a review of the pupil premium funding for disadvantaged pupils and this resulted in the school improving its provision further for these pupils. Governors are clear about the impact of the additional finances for disadvantaged pupils and for those who have special educational needs and/or disabilities. They check the use of the sports grant and all of the finances allocated to the school. They are clear about the link between teacher performance and pay. They use performance management systems astutely to ensure that teaching and pupils' progress are both good.
- Governors have used the trust to support their training and development and this has strengthened their capacity to hold leaders to account for their work. They are ambitious for the pupils and staff in the school. They challenge and support leaders well and have a comprehensive understanding of the school's work.

Safeguarding

- The arrangements for safeguarding are effective. Staff, including those who organise

the breakfast club, are vigilant and know what to do should they have any concerns about pupils' welfare. Leaders set safeguarding as a high priority and check regularly that staff are aware of their duties in keeping children safe in education. The school works closely with parents and external agencies in the local authority. They make sure pupils' needs are met, particularly the needs of the most vulnerable pupils.

- Safeguarding records are of high quality and clearly indicate the school's commitment to keep all pupils safe. Governors check that staff are suitable to work with children. They have used their expertise to audit safeguarding provision to ensure that it is of a high quality.
- Parents are unanimous in saying that their children are well cared for and safe at school.

Quality of teaching, learning and assessment

Good

- Leaders' relentless focus on developing the quality of teaching has resulted in consistently good teaching across the school. Training and support for teachers and teaching assistants have improved the quality of teaching so that pupils are now making good progress.
- Teachers use their good subject knowledge to plan interesting tasks that engage pupils fully in their learning. They use pupils' previous experiences to develop well-structured learning that results in good progress. For example, visits to a wildlife park led to much research about the animals they saw and high-quality extensive writing was produced.
- Teachers plan a variety of tasks that are delivered at a good pace. Work set is usually well pitched to cater for the differing needs and abilities of pupils to help them make good progress. However, there are times when work is too easy or too hard for pupils and so their progress slows, particularly in mathematics.
- Pupils' work is checked regularly in class to overcome misconceptions and clarify any misunderstanding. Consequently, pupils develop good skills, knowledge and understanding in the subjects they are studying. Occasionally, teachers do not provide the least able pupils with clear and precise explanations to fully support their learning.
- There are good examples of very effective questioning that is used well to check how much pupils are learning and the progress they are making. Pupils are keen to answer in detail and this supports their good learning. Usually, teachers use pupils' answers skilfully to check learning. On occasions, pupils' understanding is not checked well enough and opportunities to deepen pupils' learning are missed.
- An analysis of current pupils' work showed that the quality of work in reading, writing and mathematics is consistently good. Across a wide range of subjects there are good opportunities for pupils to read and strengthen their comprehension skills. There are many opportunities for pupils to write at length and develop good skills in English grammar, punctuation and spelling. However, there are not enough opportunities for pupils to apply their mathematical skills across a wide range of subjects to further strengthen the good progress pupils are making.
- Teaching assistants work very well with pupils. They are clear about what they are expected to do and offer good support to pupils.

- Good relationships and mutual respect exist between pupils and adults. This helps lessons to flow smoothly and good learning takes place.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen to others' opinions well and show respect for each other and for the adults who work with them. They are polite, courteous and welcoming to visitors.
- Pupils are proud of their school and take pride in the work they do. Their attitudes to learning are good. However, when work is not appropriately challenging they lose concentration, although they do not disturb others.
- Pupils are confident in expressing their views. They told inspectors they enjoy school and feel safe. There are good opportunities for them to learn how to stay safe. For example, visits from the police and fire services and cycle training help them to stay safe.
- Pupils are clear about how to adopt safe practices when working with technology and using the internet. Some pupils, 'digital leaders', have received specific training to support the understanding of other pupils.
- Pupils play well together at break and lunchtimes and engage very well in the wealth of activities available to them. They have good opportunities to participate in activities that will keep them fit and healthy.
- Pupils vote for their school council and this is a good introduction to democracy. Work in lessons and presentations in assemblies are preparing pupils well to take their place in modern Britain.
- Pupils are very clear about what constitutes bullying and are confident that the school does not tolerate it and takes effective action should it occur. School records show bullying is infrequent and reducing.
- School leaders have very effective systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils. The school provides opportunities for pupils to discuss their emotions and to share any problems or worries that pupils might have.
- Parents and staff are very confident that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- The school is a calm and orderly place. Pupils manage their conduct well both inside and outside the classroom. They are well behaved in the school's breakfast club.
- Pupils know what is expected of them and they respond well. They say that they believe behaviour is good around the school and in lessons.
- Attendance has improved but not quickly enough for disadvantaged pupils. The

attendance of other pupils is broadly average while disadvantaged pupils have low attendance compared to the national picture. The school has rigorous systems for checking pupils' whereabouts when they are not in school and there are times when staff complete home visits to ensure that pupils attend. Some disadvantaged pupils do not benefit as well as they might from the good education provided by the school.

- The school environment is well cared for and is litter free. Displays of pupils' work and other educational displays interest pupils and promote good learning.
- Staff believe behaviour is good in school. Parents agree and believe that their children enjoy school.

Outcomes for pupils

Good

- Leaders' work in strengthening teaching is paying dividends in good outcomes for pupils. Rapid improvements in pupils' outcomes have occurred over the past year because of good teaching.
- An analysis of current pupils' work across the school showed that progress in reading, writing and mathematics is now good. The analysis showed that pupils' use of English grammar, punctuation and spelling is good across a range of subjects. Across subjects other than English and mathematics, good progress is also made. There are examples of exemplary work and progress, particularly in art.
- The most able pupils are making good progress. As is the case for other pupils in school, their progress is stronger in reading and writing. Nevertheless, work set does not challenge all pupils, especially the most able pupils, well enough for sufficient numbers of pupils to attain the very highest standards.
- Disadvantaged pupils in the main make good progress. Differences in attainment between these pupils and others nationally are diminishing. Leaders have been successful in improving the quality of teaching and support, inside and outside the classroom, for this group of pupils. Their attainment this year looks to be close to average but the poor attendance of some holds them back from reaching the expected standard for their age.
- Pupils who have special educational needs and/or disabilities benefit well from the good quality of teaching and the additional support they are given from well-trained teaching assistants. Leaders identify the needs of these pupils very well and employ a range of external agencies to support their needs well. Leaders have plans to further strengthen teachers' skills in supporting these pupils in the classroom.
- Reading is promoted strongly across the school. Since the school has become an academy, leaders have introduced a very structured approach to the development of reading and staff are using it consistently well. This has led to strong gains this year for pupils and much greater enthusiasm for reading. Children have a very effective introduction to early reading in Reception and standards are now rising. By the end of Year 1, the proportion of pupils reaching the expected standard in the phonics screening check is average. Daily reading sessions and interesting texts are encouraging many pupils to read at home regularly. Pupils told inspectors that they 'love reading'. Older pupils said that teachers now check their understanding much more thoroughly than in the past and challenge them to develop higher-level reading

skills.

- Pupils make good progress in key stages 1 and 2. From low starting points, the proportions of pupils attaining the expected standards and greater depth in reading, writing and mathematics are average by the end of key stage 1. In key stage 2, from historically low starting points, attainment has improved rapidly this year. School information for current pupils in Year 6, although not finalised yet, shows they are set to attain average standards in reading and writing with more than average numbers set to attain high scores. In mathematics, pupils make good progress, again from low starting points. Although attainment in mathematics is much improved, it remains below the national average.
- In comparison to other schools nationally, an exceptionally high number of pupils join and leave the school at other than the normal times, especially in key stage 2. Some of these pupils stay for a very short time, while others arrive towards the end of the key stage. The school caters for these pupils well although their attainment is usually behind that of others.
- Published performance information does not reflect this exceptionally high level of pupil mobility sufficiently well. In 2016, leaders and managers did not confirm clearly to the Department for Education that the number of pupils on roll in Years 5 and 6 was less than published and this adversely affected the accuracy of published information.

Early years provision

Good

- Children are safe and happy because of the secure procedures that exist in Reception. Relationships are strong and lead to children being confident, inquisitive and independent.
- Most children enter the provision with skills that are below those typical for their age with some children being significantly below. Reading, writing and mathematics are least well developed on entry to the provision.
- Skilled teaching and good leadership ensure that children make good progress to catch up with other children nationally. As a result, outcomes in early years have been improving quickly. By the time children leave Reception, the proportion attaining a good level of development is now close to average with some children exceeding the expectation.
- Teachers and their assistants are especially skilled in the teaching of early reading skills and phonics. Children are keen and eager to learn. They join in enthusiastically and are keen to read to adults. Children make good progress in all other areas of learning including writing and mathematics.
- Teachers, and the leader of early years, use accurate assessment to pinpoint children's learning needs. They provide support and interventions for children who need to catch up. As a result, those who have special educational needs and/or disabilities make good progress. Disadvantaged children are progressing well and gaps between the attainment and progress of these pupils and others nationally are diminishing.
- Leadership is aspirational and is working to ensure that more children are exceeding expectations. The early years leader is clear about the areas of strength and areas for improvement in the provision. There are clear strategies in place to strengthen

children's skills using the well-resourced outdoor provision.

- The early years curriculum engages children very well in good learning indoors and outdoors. There is a broad range of provision developed around children's interests. Visits and visitors support children's learning. Children cooperate well. Some discussed what happens when different colours of paints are mixed while others worked together to create models of buildings. Children enjoy their learning and their personal development, behaviour and welfare are good. As in the rest of the school, spiritual, moral and social awareness is developing well. Planned opportunities to develop children's cultural awareness are limited. Records of children's learning, some kept in computer systems online, are well kept and shared with parents. Some parents contribute to the records. Parents have opportunities to use 'sharing time' to stay and contribute to their children's learning. They are very positive about their children's development in the provision.
- All the appropriate welfare requirements are met in the provision.
- Children are well prepared for learning in Year 1.

School details

Unique reference number	141289
Local authority	North East Lincolnshire
Inspection number	10031910

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	524
Appropriate authority	The Enquire Learning Trust
Chair	Marlene Ranshaw
Headteacher	Delyse Turrell
Telephone number	01472 329944
Website	www.welholmeprimary.com
Email address	office@welholmeprimary.com
Date of previous inspection	Not previously inspected

Information about this school

- The academy was opened on 1 September 2014 when it joined The Enquire Learning Trust. When its predecessor school, Welholme Primary School, was last inspected by Ofsted it was judged to require improvement.
- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well above the national average.
- Most pupils are White British. There are few pupils from minority ethnic groups. Almost all pupils speak English as their first language.
- The proportion of pupils who have support for special educational needs and/or disabilities is average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is average.

- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children start school in Reception.
- There are many more pupils than average joining and leaving the school at other than the usual times.
- The school provides an early morning breakfast club for pupils.
- The school holds a schools sports award at gold standard.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons across the school. Four of these observations of lessons were conducted with senior leaders.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about their learning and safety.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books. They listened to pupils reading in class and in small groups.
- An inspector held a meeting with the chair of the local governing body and two other governors.
- An inspector held a meeting with an adviser from the trust and the chief executive officer of the trust.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors visited the school's breakfast club.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed the 73 responses to the Ofsted questionnaire for parents (Parent View) and the 38 responses to Ofsted's staff questionnaire.
- Inspectors spoke with parents at the start and end of the school day.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Angela Harper	Ofsted Inspector
Fiona Dixon	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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