

Inspection of Wellfield Academy

Yewlands Drive, Leyland, Lancashire PR25 2TP

Inspection dates: 16 and 17 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are proud to attend Wellfield Academy. Parents, carers and pupils recognise the many positive changes since the previous inspection in 2018. Most pupils are happy at school and said that it is a safe place to be.

Leaders have high expectations of what pupils can achieve. Curriculum plans are ambitious and pupils study a wide range of subjects. However, there are variations in the way that some teachers deliver these plans. Some teachers do not check closely enough how well pupils have learned and remembered the curriculum. As a result, some pupils have gaps in their knowledge and skills.

Leaders expect pupils to behave well and work hard. Most do. Pupils are polite and well mannered. Classrooms are calm and pupils move around school in a sensible and composed manner. Staff deal effectively with any bullying incidents that may occur. Pupils know that there is always someone to help if they have worries or concerns.

Pupils are keen to take on the leadership roles on offer. These include junior leadership roles in Year 9 and the opportunity to be a prefect in Year 11.

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

Leaders have worked effectively since the previous inspection to improve the school. They have developed a suitably ambitious curriculum. Pupils can study a wide range of subjects. For example, pupils can now study design and technology, and pupils are able to study separate sciences at key stage 4.

Teachers have a strong knowledge of their subjects. However, leaders' systems to check what pupils have learned are at an early stage of development. Some teachers do not routinely check on what pupils know and understand. As a result, pupils have gaps in their knowledge and understanding in some subjects. This hinders them from achieving as well as they should.

Leaders have developed a plan to support those pupils who are less confident readers. However, this plan has not yet been fully implemented. Consequently, not all pupils read with the fluency and confidence that they should. This hampers their ability to access the full curriculum.

Leaders have systems in place to identify the individual needs of pupils with special educational needs and/or disabilities (SEND). Teachers receive appropriate training and information that allows them to support pupils with SEND effectively. For example, a group of pupils in Year 7 receive high-quality additional support that allows them to access the full curriculum.

Pupils behave well in lessons and around the school. Leaders have a robust system in place to manage pupils' behaviour. This system is understood by pupils, parents

and teachers. Leaders have not shied away from tackling poor behaviour. Teachers have high expectations of behaviour. As result, lessons are rarely disrupted, and pupils appreciate the calm learning environment.

The school provides high-quality pastoral support for pupils. Leaders have created an effective personal development programme. This allows pupils to develop skills and interests beyond the classroom. There are a range of after-school clubs, such as sport and history club.

Leaders have designed a well-planned careers programme. Pupils are appointed as career champions. They meet with senior leaders to discuss careers education, information, advice and guidance on offer. Pupils benefit from independent careers advice and the opportunity to take part in work experience.

Leaders provide opportunities for pupils to learn about relationships. This includes different types of relationships. They are also taught how to respect the views and opinions of others. Pupils understand differences in the world and most pupils are tolerant of everyone.

Leaders and governors are ambitious for the school. They have a strong understanding of the community that they serve. Members of the governing body provide appropriate support for leaders. In addition, they challenge leaders and hold them to account for the changes that they make. Staff morale is high, and leaders ensure that staff's workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear procedures in place to keep pupils safe. Staff are aware of the risks that pupils may face in the community and online. Pupils appreciate the 'personal development centre'. This offers pupils a place to go when they need to share their worries or talk to a trusted adult.

Leaders and governors are aware of their responsibilities in relation to safeguarding. All staff receive regular safeguarding training. They know how to report their concerns. Leaders work with a range of agencies to ensure that pupils and their families get the help and support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet fully implemented their plan to support the weakest readers. As a result, some pupils are not able to access the curriculum as well as they should. Leaders must ensure that their plans to improve reading are put in place

quickly so that those pupils who struggle to read the most gain the confidence to read widely and often.

- Leaders do not ensure that teachers use assessment consistently well to check that pupils have learned and remembered the intended curriculum. This means that some teachers are unable to address pupils' misconceptions and the gaps in pupils' knowledge. Leaders must ensure that teachers use assessment well to inform teaching and address the missing building blocks in pupils' earlier learning.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	119723
Local authority	Lancashire
Inspection number	10204463
Type of school	Secondary community school
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	Local authority
Chair of governing body	Helen Dicker
Headteacher	Lesley Gwinnett
Website	www.whs.lancs.sch.uk
Date of previous inspection	25 February 2021, under section 8 of the Education Act 2005

Information about this school

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the executive headteacher and other senior leaders. The head of school was contacted on the telephone. Inspectors also met with subject leaders and a group of teachers.
- The lead inspector met with representatives of those responsible for governance. The lead inspector also spoke with a representative of the local authority.

- Inspectors spoke with pupils in meetings and around school.
- Inspectors considered responses to Ofsted’s online questionnaire, Parent View, and reviewed responses to Ofsted’s staff and pupil questionnaires.
- Inspectors carried out deep dives in these subjects: mathematics, history, design and technology, and English. For each deep dive, inspectors visited lessons with leaders and reviewed pupils’ work. Inspectors spoke with some pupils to discuss their learning. Inspectors also discussed the curriculum in some other subjects with teachers and leaders.
- Inspectors reviewed a range of documentation about the school. This included leaders’ records relating to safeguarding, attendance, and behaviour. It also included documentation relating to governors’ meetings.

Inspection team

Emma Jackson, lead inspector	Ofsted Inspector
Dawn Farrent	Ofsted Inspector
Nell Banfield	Ofsted Inspector

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