

New Waltham Academy

Peaks Lane, Grimsby, North East Lincolnshire, DN36 4NH

Inspection dates 4–5 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Outstanding		1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and his deputy provide strong, purposeful and effective leadership in the pursuit of excellence. There are high aspirations for both staff and pupils' performance.
- Excellent provision in the early years results in children's outstanding achievement. Children develop a love of learning and strong communication and numeracy skills. They work exceptionally well within established routines and their behaviour is exemplary.
- Between Years 1 and 6, all groups of pupils, including disabled pupils and those with special educational needs, the most-able pupils and the few disadvantaged pupils, make good progress. By the end of Year 6, standards in reading, writing and mathematics are above average.
- The quality of teaching is consistently good and sometimes it is outstanding. Work is carefully planned to meet pupils' varying ages, needs and abilities. Teaching assistants support learning effectively.
- Reading, writing and mathematics skills are taught well. Pupils are given good opportunities to use and apply their skills in the work they cover.
- Pupils thrive in this caring and safe school. Every effort is made to ensure that pupils' particular needs are fully met. Pupils feel safe and enjoy school. Attendance is above average.
- Pupils display positive attitudes to learning. They are polite and friendly, show consideration for others and behave well.
- The leadership of teaching is strong. Rigorous checks on the quality of teaching by senior leaders, along with rich opportunities for the professional development of staff ensure that teaching, and subsequently pupils' achievement, continue to improve. Teachers are keen to improve even further.
- Governors have an accurate understanding of the school's strengths and weaknesses, providing both constructive support and rigorous challenge.

It is not yet an outstanding school because

- Pupils are not always moved on quickly enough to new activities, which will provide them with an even greater level of challenge.
- Teachers do not always insist that pupils present their work, particularly their handwriting, to the very best of their ability.
- The roles of subject leaders in improving the quality of teaching, including providing support to staff, are at an early stage of development. They do not yet make a fully effective contribution to driving school improvement forward.

Information about this inspection

- Inspectors observed a wide range of lessons, including two that were observed jointly with the headteacher and deputy headteacher.
- They listened to pupils read from both Key Stages 1 and 2, discussing with pupils the books they read and the authors they enjoy.
- Inspectors talked to pupils in lessons, during playtimes and over lunchtime. They met with both the school council and the learning council (a group of pupils who are helping to improve learning in the school).
- Pupils' work from across the whole curriculum was closely analysed in order to review pupils' achievement over time and the impact of teaching and teachers' marking on their progress.
- Inspectors reviewed the records of children's achievements over time in the early years in their books, known as 'learning journeys'.
- Meetings were held with the headteacher, deputy headteacher, leaders of learning across the school and members of the governing body, including the vice-chair.
- A telephone discussion was held with the Chair of the Governing Body.
- Inspectors took account of 43 responses to Ofsted's online questionnaire (Parent View) and the views of parents as they brought their children to school.
- The inspectors considered the views expressed in the questionnaire returns from 34 members of staff.
- A range of documents were analysed, including minutes of meetings, the school's self-evaluation, development plans, assessment information, safeguarding (protecting children and making sure they are safe) and case studies, and attendance and behaviour records.
- Information made available to parents through the school's website was also examined.

Inspection team

Janice Gorch, Lead inspector	Additional Inspector
Derek Pattinson	Additional Inspector
Kathleen Yates	Additional Inspector

Full report

Information about this school

- New Waltham Academy converted to become an academy school on 1 January 2012. When its predecessor school, New Waltham Primary School, was last inspected by Ofsted it was judged to be good overall.
- The school is larger than the average-sized primary school.
- Children in the early years are taught in two full-time Reception classes. Pupils in Key Stage 1 are taught in three mixed-age classes. In Key Stage 2, pupils in Years 3 and 4 are taught in three mixed-age classes, as are those in Years 5 and 6.
- The proportion of disabled pupils and those with special educational needs is lower than the national average.
- The proportion of disadvantaged pupils whose learning is supported by the pupil premium is well below the national average. The pupil premium is additional funding for pupils in local authority care and those known to be eligible for free school meals.
- Most pupils are from White British backgrounds.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- A number of new subject leadership roles have recently been created in order to further strengthen and develop the quality of teaching across the curriculum.

What does the school need to do to improve further?

- Improve the quality of teaching in Key Stages 1 and 2 even further by ensuring that:
 - pupils are always moved on quickly to new activities which will provide them with even greater levels of challenge so that the pace of learning is always as brisk as possible
 - teachers insist that pupils always present their work, particularly their handwriting, to the very best of their ability.
- Strengthen the impact of leadership and management even further by developing the roles of subject leaders in checking on the quality of teaching and supporting staff, and ensuring that the outcomes of their work are checked on robustly.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher are relentless in their drive to achieve excellence. The wider leadership team and the governing body share this vision. A clear and unequivocal focus on learning is evident in every area of the school, with high expectations of pupil progress underpinning all leadership and teaching activity.
- Equality and inclusion underpin the school's work and are evident in every classroom. Pupils are free from discrimination. Any pupil whose circumstances make them vulnerable are nurtured and valued by the whole community. Leaders and governors are vigilant and effective in ensuring that good use is made of the pupil premium to support the school's few disadvantaged pupils and, as a result, they achieve equally well as others in the school.
- The monitoring of the quality of teaching by senior leaders is thorough, rigorous and regular and enables them to intervene quickly and provide support where needed. Staff training needs are carefully identified in order to enhance teaching and so drive achievement towards outstanding. These are based on the school's robust evaluation of its own performance. The impact of recent staff training on, for example, the use of questioning to deepen pupils' learning as well as how to maximise learning by strategically planning the deployment of teaching assistants, is already bearing fruit. This is evident through the high quality learning taking place in many classrooms. Individual teachers appreciate the training opportunities they have and are keen to improve their classroom practices even further.
- The headteacher knows that more still needs to be done to strengthen the contribution of other school leaders, so that they are able to support the school's drive for excellence fully effectively. This is why a wider leadership team, including the appointment of staff to new roles within subject leadership, has now been established. These roles are still at the early stages of development. These leaders have yet to fully analyse and develop the quality of teaching in their areas and provide support to staff. Senior leaders know that the outcomes of subject leaders' work have still to be checked in order to hold them to account for their work.
- The school's curriculum is broad and balanced. It provides good opportunities for academic and sporting success, as well as contributing very well to pupils' good spiritual, moral, social and cultural development. The curriculum fosters good relations successfully and this is evident in pupils' good behaviour. Pupils develop a good understanding of safety matters. They have many opportunities to learn about other cultures and religions within both British society and abroad.
- Leaders ensure that pupils are well prepared for life in modern Britain. For example, they are proactive in providing opportunities for pupils to take on responsibilities within their community. All pupils undertake weekly roles of responsibility within their classrooms. Pupils have a good understanding of the role of democracy in Britain today. They have elected a school council to listen to their ideas and help to improve the school. The school's 'learning council' has recently contributed to the design and promotion of reading areas in each classroom.
- Arrangements for safeguarding pupils meet statutory requirements. The deputy headteacher is highly effective in working with outside agencies, including the local authority, in seeking to keep pupils safe and is exemplary in her attention to detail.
- The primary school sport funding is used very well and has widened significantly the range of sports in which pupils can participate. Both pupils and parents report that they particularly appreciate the opportunities that are now available and the difference the funding is making to their engagement in sporting activity.
- **The governance of the school:**
 - Governors have a very clear and accurate understanding of the school, including the quality of teaching and its impact on learning. They fully support the headteacher in driving forward improvements so that the school's effectiveness improves to outstanding.
 - Governors are rigorous in their examination of the school's performance data and provide a high level of challenge. They regularly ask questions regarding the progress of all groups of pupils and the quality of teaching that they receive. They understand how important this is in moving the school forward.
 - Governors have a clear understanding of arrangements to manage the performance of staff and how these link to school improvement and securing their vision of excellence for the future. All performance targets are focussed clearly on both high quality teaching standards and pupil achievement. These are used effectively to reward good teaching and to tackle any underperformance.
 - Governors have a high level of expertise regarding the efficient management of financial resources and ensure that resources and finances are used well.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Most parents, pupils and staff believe behaviour is at least good. Pupils are friendly, polite and considerate.
- Pupils' enthusiasm and interest in all areas of their learning is tangible. Vibrant displays of pupils' work throughout the school are a testament to their work across the whole curriculum. These vary from studies of the Titanic to the range and remit of worldwide aid agencies.
- Pupils in all year groups have many opportunities to work in both small and large groups, which often necessitate movement around the classroom. At all times, pupils behave responsibly and sensibly. In discussions with their peers, pupils show both consideration and respect for their ideas and opinions. The good impact on their progress is clear and evident.
- Pupils of all ages learn to listen very carefully to instructions and respond quickly. When an individual pupil's attention wanders on occasions, teachers skilfully and sensitively restore their focus on to the task at hand, so that the flow of the lesson is not disrupted.
- There is a strong and positive caring ethos in the school. Excellent supportive relationships are evident in all classrooms. There is a wide range of opportunities for pupils to develop self-confidence and take responsibility for others, such as becoming playground 'buddies' or 'reader leaders' for younger children. Consequently, pupils learn to respect and care for each other, value difference and develop good attitudes to learning.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils' sensible behaviour, including in the playground, helps to keep them safe. Inspectors observed pupils being very physically active in very cold weather in order to keep themselves warm. Pupils were careful not to bump into each other during games and showed consideration to other groups of pupils. Pupils also take care when moving around the school, especially in areas where there is limited space.
- Bullying is rare. Pupils say that teachers deal with any problems quickly. Pupils have a good understanding of the different forms of bullying, such as cyber-bullying. The school is proactive in helping to ensure that pupils to know how they should respond if they encounter any bullying behaviour.
- Attendance is above average. The school works hard to ensure that pupils and parents are fully aware of the importance of good attendance. Pupils arrive to school on time, eager and ready to learn.

The quality of teaching is good

- The quality of teaching over time in all subjects, including in reading, writing and mathematics, is consistently good across the school, and sometimes its quality is better than this. As a result, pupils learn quickly and achieve well.
- Positive, caring and respectful relationships characterise classrooms, creating a calm and purposeful learning climate in which all pupils thrive. Expectations of what pupils can achieve are usually high.
- Careful planning and consideration of how children learn results in pupils being quickly involved in lessons, tackling their work with determination and resilience. They are particularly effective in listening to others and explaining their own thinking, which accelerates their learning. Teachers and teaching assistants use questioning effectively to probe pupils' understanding and increase the level of challenge. Occasionally, however, the pace in lessons can slow because pupils are not always moved on quickly enough to new activities, which will provide them with an even greater level of challenge. This prevents pupils from making outstanding progress overall.
- The teaching of mathematics is good and, as a result, pupils develop confidence in using and applying their mathematical knowledge. Teachers skilfully pose questions when pupils struggle, helping them to think deeply and resolve problems without being given the answers directly. As a result, pupils develop independence and resilience as well as a sense of achievement as they master problems by themselves.
- The teaching of literacy is also good. Teachers' strong subject knowledge across the whole curriculum is used to very good effect in encouraging writing in a wide variety of contexts. In English, Years 3 and 4 pupils enthusiastically sought information about the life and work of the British pop artist, Peter Blake, learning how to use biographies and autobiographies as sources and placing information in chronological

order. Years 5 and 6 pupils enjoyed learning about the social structure of the pre-Columbian Maya Civilization, while a different group undertook a comparison of climatic conditions between Mexico and Britain.

- Reading and the teaching of phonics (letters and the sounds they make) are given careful attention. Any pupils not meeting the expected standards in phonics in Year 1 are supported well to catch up in Year 2. The many opportunities pupils have to explore different genres and texts ensure that they develop a love for reading.
- Pupils are provided with good opportunities to use and apply their writing skills. Some exceptional work is evident, particularly in pupils' extended pieces of writing in Key Stage 2. The quality of presentation in some pupils' books, however, is not to the best of their ability. Teachers do not always insist that pupils present their work to a high standard, particularly their handwriting.
- Teaching assistants provide high-quality additional support for pupils and work closely and effectively with teachers. The result is effective teaching teams, who ensure that any pupils at risk of failing to make progress or those who are in danger of falling behind are able to make consistently good progress. Staff are especially vigilant in their support of disadvantaged pupils and those with disabilities or special educational needs.
- Teachers regularly check on pupils' work and deploy a range of strategies to help them to know how to improve their work. Older pupils are particularly adept at evaluating their own work. The positive impact of teachers' constructive marking and feedback is seen over time through the improving standards evident across the school.

The achievement of pupils is good

- Outstanding provision in the early years means that children's learning gets off to an excellent start. From their varying starting points, children make rapid progress in Reception. Between Years 1 and 6, all groups of pupils make good progress. By the end of Year 6, standards of attainment in reading, writing and mathematics are above average.
- Standards at the end of Key Stage 1 in 2014 were close to average in reading, writing and mathematics. This represents good progress from pupils' previously lower starting points on entry to Year 1.
- Good progress continues through Key Stage 2. Pupils' achievements by Year 6 are steadily rising over time. In Year 6 in 2014, the proportion of pupils reaching the expected standard in reading, writing and mathematics was above, and for some well above, average. All pupils made the nationally expected rate of progress through Key Stage 2 in both reading and writing and the vast majority did so in mathematics. The proportions of pupils who made better than the expected rate of progress compare favourably with the proportion that do so nationally, especially in writing and mathematics.
- Pupils currently in Key Stages 1 and 2 are achieving well as a result of good teaching. The progress of pupils is carefully monitored and swift action is taken to remedy it if it slows, such as by providing additional support, including one-to-one teaching. School data and inspection evidence show that pupils are now working at higher standards and as a result, achievement is on track to continue to rise.
- Across the school, the most-able pupils are challenged to reach the highest standards of attainment. In Year 6 in 2014, the proportion of pupils attaining the higher Level 5 in reading, writing and mathematics and also in English grammar, punctuation and spelling was above average. The proportion attaining Level 6 in mathematics was equal to the national average. Although at the end of Key Stage 1 in 2014, the proportion of pupils reaching the higher Level 3 was below average in reading, writing and mathematics, this still represents good progress through Key Stage 1 from their previous starting points.
- There are too few disadvantaged pupils in individual year groups for an analysis of their progress and attainment data to generate meaningful statistics. However, a study of the school's test results, assessment data and pupils' work confirm that disadvantaged pupils across the school are making good progress from their starting points; no pupils are falling behind others in the school or other pupils nationally.
- Disabled pupils and those with special educational needs make good progress. Great care is taken to ensure that their specific needs are clearly understood and that teachers and teaching assistants are equipped and able to provide very good individual support. Parents comment on how quickly additional learning needs are identified when their children join the school and how effective additional help has enabled their children to improve rapidly, catch up with their peers and make good progress.
- Pupils achieve well in reading. In 2014, the proportion of pupils reaching the expected standard in reading at the end of Year 1 was close to average and this reflects good progress from pupils' previously lower

starting points. Older pupils go on to read with confidence, fluency and enjoyment. By the time they leave primary school, pupils are capable readers.

The early years provision

is outstanding

- All groups of children make excellent and rapid progress over time as a result of outstanding teaching.
- In the past, children have entered the Reception Year with skills and abilities which are very much lower than those typical for children of their age. This year however, there has been a substantial improvement in the levels of skills and abilities on entry to Reception. In 2014, the proportion of children, both boys and girls, reaching a good level of development by the end of the Reception Year improved markedly and was well above the national averages and this represents outstanding progress from children's lower starting points. Children are well prepared for their future learning in Year 1.
- The learning environment is full of innovative, vibrant and stimulating experiences. A classroom-sized beanstalk currently winds across the classroom and into the headteacher's office. It is the source of many rich learning opportunities.
- Well-established routines and constructive relationships with staff enable children to have highly positive attitudes towards their learning and play. They develop strong social skills with their peers and demonstrate exceptional behaviour. All children show an excellent level of engagement and concentration in the activities on offer.
- Careful observations of children by a highly experienced and skilled staff team lead to accurate assessments being made from which children's next steps are carefully planned. The exceptional design of each week's learning experiences incorporates the ideas of the children and is shared online with parents. As a result, children are highly engaged in learning. They are confident in exploring and keen to experiment. They are willing to take risks in this secure and safe, yet challenging environment.
- Teachers' weekly planning pinpoints very specific programmes of support for any children who are in danger of not making rapid progress from their starting points. As a result, all groups of children achieve extremely well.
- The leadership of the early years is outstanding. Leaders ensure that there is a highly effective partnership between parents and teachers. Many parents regularly contribute their own observations of their children's learning to their child's 'learning journey'. Close partnerships fostered with local children's centres helps to ensure that additional extra learning support can be accessed where needed. Home visits to all children before they start Reception help to ensure that learning gets off to a flying start.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137761
Local authority	North East Lincolnshire
Inspection number	449690

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Angela Parker-Saunders
Headteacher	Mark Perry
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01472 233051
Fax number	01472 231073
Email address	office@newwaltham.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

