

Welbeck Academy

Flodden Street, Walker, Newcastle-upon-Tyne, Tyne and Wear NE6 2QL

Inspection dates

6–7 June 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The inspirational headteacher, ably supported by her leadership team, governors and the trust, has an accurate picture of the school's strengths and weaknesses. Because the headteacher and senior leaders work together effectively, the quality of teaching, pupils' outcomes and attendance have all improved considerably and continue to do so.
- Leaders' ambitious and aspirational vision that all pupils have the best possible start to their education is shared among staff and governors. Staff are keen to improve their teaching practice and governors are proactive in their duty to challenge the impact of the leadership team.
- Relationships between staff and pupils are excellent, showing high levels of respect. The provision of excellent care and support for pupils' welfare and well-being are at the very forefront of all decisions.
- Pupils' behaviour is outstanding. They are very proud of their school and cooperate extremely well with one another. They have exceptionally good attitudes to learning and thoroughly enjoy their time in school.
- The skills-based curriculum promotes pupils' spiritual, moral, social and cultural development very effectively.
- From often-low starting points, children's learning gets off to a good start in the early years. Good teaching and very effective support ensures that they catch up quickly and are ready for learning in Year 1.
- In key stage 1, pupils achieve well as a result of consistently good teaching. By the end of Year 2, standards in reading, writing and mathematics are average.
- Pupils' progress in key stage 2 has improved recently and is now good overall, especially in writing and in mathematics. Opportunities for pupils to use and apply their writing and mathematical skills across the curriculum are well developed.
- Pupils' progress through key stage 2 is still sometimes hampered because the quality of teaching is more variable. Achievement in reading, while improving, is not as good as it is in writing and mathematics.
- In key stage 2, teachers' expectations of what pupils can achieve are sometimes too low. Pupils' learning during lessons is sometimes not checked carefully enough to ensure that teaching is swiftly and effectively adapted to better meet pupils' needs.

Full report

What does the school need to do to improve further?

- Further strengthen the quality of teaching and pupils' outcomes in key stage 2, especially in reading, by making sure that:
 - expectations of what pupils can achieve are consistently high, particularly of middle-ability pupils
 - learning during lessons is checked carefully and teaching is swiftly adapted to meet pupils' needs.

Inspection judgements

Effectiveness of leadership and management

Good

- Since joining the school, the inspirational headteacher has been crucial in ensuring that the school has a clear vision. After a period of staff instability, she has established an enthusiastic and committed team which is determined that pupils are given the very best possible start in life.
- The headteacher and her team have put the professional development and training needs of the staff at the heart of improving the quality of teaching. This is creating a culture of school improvement and improved outcomes.
- The passionate and ambitious leadership team is the driving force bringing about improvements. With the leadership team in place, the school is now well placed to accelerate progress. This has resulted in much-improved outcomes, particularly in early years and key stage 1.
- Performance management objectives are in line with school priorities. There are clear links between the objectives set, the monitoring of teaching and learning and the outcomes achieved in each year group. There is evidence of discussions with staff regarding areas of improvement, and appropriate training is offered to secure and embed this.
- The highly skilled welfare team rigorously and robustly safeguards all pupils, ensuring that appropriate support is in place for pupils' families.
- The leadership of special educational needs (SEN) and/or disabilities is effective. The additional funding is used to ensure that staff are well trained to meet pupils' needs. The needs of pupils are correctly identified and appropriate interventions are put in place to accelerate their progress.
- Leaders ensure that the pupil premium funding is spent judiciously to remove barriers to learning for disadvantaged pupils. For example, they have introduced a range of measures to improve attendance for this group which have been successful.
- The physical education and sport premium funding is spent wisely. Sports coaches run a range of clubs before, during and after school. Participation rates are high, and pupils are enthusiastic about the different activities on offer. Leaders ensure that those who most need it are invited to attend.
- There is strong provision for pupils' spiritual, moral, social and cultural development (SMSC). Pupils have good opportunities to become leaders and to support others in their learning. The curriculum is wide and varied. It takes into account the context of the school and the community it serves and gives numerous opportunities for pupils to learn about and understand the world. It is well supplemented by a range of exciting trips, expert teachers and visitors to the school. Opportunities for writing at length are wide and varied in history and geography. Art is a particular strength. Enhanced by a specialist teacher, the experiences offered to pupils are broad, wide-ranging and rich and result in high-quality outcomes in this subject.
- A book-based approach is used to link subjects and provide a context for pupils' learning from early years to Year 6. Pupils love this approach. Planning indicates that SMSC development, learning for life skills and childhood experiences are used to

underpin pupils' learning, resulting in improving outcomes.

- The majority of parents are very supportive of the school. They appreciate the care and individual support the school offers. There are numerous opportunities to engage parents, including dads' sessions, bike maintenance, keep-fit and additional opportunities for parents to develop their own basic skills.

Governance of the school

- Governance is effective. Governors:
 - put pupils' interests at the heart of all they do and fully support the school's vision and ethos
 - have a range of valuable skills and experience that they bring to their roles
 - challenge school leaders to pursue the highest standards
 - celebrate what has already been achieved but understand there is yet more to be done
 - show strong commitment through their visits to school and attendance at meetings.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders go above and beyond that which would be expected of them to do all they can to keep pupils safe. Highly effective relationships with external agencies and strong ties with extended families ensure that leaders at all levels are doing their utmost to ensure that pupils are kept safe. Any concerns are responded to in a timely way and are recorded.
- Staff training is up to date and staff receive regular safeguarding updates. They understand their responsibilities and deal with any safeguarding concerns in a timely and appropriate manner. Staff are vigilant about child protection matters. Leaders ensure that pre-recruitment checks on the suitability of staff are thorough.
- Records are kept in good order. Leaders share information with parents and the appropriate external agencies effectively to enhance safeguarding. Pupils said that they feel safe and know who they would speak to if they had any worries. The school uses lessons and assemblies to communicate the importance of safety to all children. A vast majority of parents agree that their children are safe and well looked after.

Quality of teaching, learning and assessment

Good

- Leaders' efforts to address some previous weaknesses in teaching and to deliver professional development for staff have helped to ensure that staff deliver high-quality lessons. Teaching has improved across the school and, as a result, is now good.
- Adults across the school establish extremely positive relationships with pupils and expect high standards of behaviour. Pupils respond well to their teachers. Their very

positive attitudes to learning contribute to their good progress.

- Teachers use their good subject knowledge consistently and effectively to motivate and interest pupils. They are skilful in their questioning, which enables them to elicit pupils' ideas, tackle misconceptions and build on pupils' strengths.
- Teaching in the early years and in key stage 1 is particularly good. Expectations of what all groups of pupils can achieve are high. Work is very well adapted to meet pupils' varying needs and abilities. Outcomes have risen considerably as a result.
- In key stage 2, teaching has also improved and overall it is good. Pupils are now achieving well, especially in writing and mathematics. However, teaching in key stage 2 is more variable. Occasionally, pupils' progress is hampered because work is not well matched to pupils' abilities. For some middle-attaining pupils, for example, work lacks the challenge needed to push them to reach the higher standards. While teachers assess pupils' skills, knowledge and progress over time regularly and accurately, sometimes they do not effectively assess how well pupils are doing in lessons and adapt their teaching accordingly.
- The teaching of mathematics is good. Teachers ensure that pupils are fluent in their basic mathematical skills and provide plentiful opportunities for pupils to develop their problem-solving skills. Similarly, in writing pupils practise their skills in subjects such as history and geography, through a wide range of writing activities. Standards of pupils' written work are high.
- Good teaching ensures that children in the early years and in key stage 1 get off to a good start in learning to read. The teaching of phonics is effective. Adults are skilled at identifying when pupils are ready to move on and when they need more time to reinforce a particular sound. This ensures that pupils learn at a pace which most suits their needs. Adults use consistent routines and strategies so that pupils become familiar with them. This develops pupils' confidence.
- In the past, pupils' achievement in reading at the end of key stage 2 has been too low. Improving the teaching of reading has been a school priority for improvement and reading is now taught well. Pupils of all ages enjoy reading high-quality texts. Additional opportunities for pupils to talk about their writing and the encouragement of pupils to use more advanced and ambitious vocabulary are having a very positive effect on improving achievement in reading. Even so, achievement in reading is still not as good as in writing or mathematics.
- Pupils who have SEN and/or disabilities learn well and show positive attitudes in lessons. Teachers plan activities that support their learning. They help them to develop their independence skills in various ways, including the use of resources and prompts. Highly skilled specialised staff ensure that the needs of pupils accessing the Additional Resource Centre (ARC) are met in full.
- Teaching meets the needs of disadvantaged pupils well. Teachers discuss how pupils are doing regularly. They share ideas and, where necessary, put in place additional support to accelerate progress. Additional programmes of support, which take place at various points during the teaching day, ensure that any misconceptions are addressed quickly.
- Teaching assistants are well deployed to work with pupils who need help to catch up quickly. They ask good questions and provide effective support to the pupils that they

work with.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The extremely positive relationships fostered in school exemplify the high levels of understanding and respect pupils have for each other. There is a huge range of support for pupils' emotional and mental well-being.
- Pupils feel very safe at school and know that adults want the best for them. They are given highly effective guidance and information to help them make healthy choices. There is a strong focus on pupils' personal safety, particularly how to keep safe in school and outside school. Pupils spoke extremely positively about their experiences at Safety Works, sessions on Metro safety and how to seek help if struggling with their mental health. There is an incredibly effective nurture group for vulnerable pupils, which is impacting positively on pupils' outcomes.
- There is a strong culture of promoting online safety. Pupils are very clear that you must never give out any personal details. They also understand that you can use technology to bully others and are alert to this happening. If it did happen, they would tell an adult and have faith that the adult would make sure it stopped.
- Pupils understand that bullying is something that happens persistently and is different from falling out with your friends. They know that it can take the form of cyber bullying or name-calling or can be physical. As with online bullying, they trust that adults would solve any issues that occur.
- Pupils' physical well-being is promoted through the high-quality and wide-ranging sporting activities the school offers. Pupils are provided with a wide range of fruit during snack time and lunchtime. They enjoy learning about healthy eating in their science lessons.
- Pupils say that they feel valued and listened to. They feel well prepared for life in modern Britain. They have a voice and are part of the decision-making process within the school, demonstrating a good understanding of their responsibilities as global citizens. They are confident, happy and enjoy all aspects of school life. They particularly enjoy the activities run by a local church group and look forward to these sessions.
- Pupils are well-organised learners who are always ready for lessons. They have very positive attitudes to learning and this means that they are very well equipped with the personal skills needed for success in secondary school.
- The school provides a well-attended breakfast club, which helps pupils to settle quickly into the school day.

Behaviour

- The behaviour of pupils is outstanding. Pupils are very proud of their school and keen to recommend it to their friends. They learn to appreciate others' views and beliefs. Activities and the grounds around school have been well developed to support active, busy and enjoyable playtimes. Pupils love going outside at breaktimes and lunchtimes to play on the extensive trim trail and tyre areas, which results in calm and orderly behaviour. Staff at lunchtime ensure that pupils are extremely well cared for and supported incredibly well.
- Record-keeping of behaviour incidents is comprehensive and detailed. Leaders analyse these records and respond to any trends or patterns that might emerge. Incidents of poor behaviour requiring exclusion have been significantly reduced. Parents are overwhelmingly positive regarding pupils' behaviour and how incidents are dealt with.
- In recent years, levels of attendance have declined and in 2017 were below average. The proportion of pupils who are regularly absent from school has been much too high. Leaders, along with the strong team of welfare staff, have worked effectively to turn this around swiftly. Staff work closely with the families of the most vulnerable pupils to ensure that they receive the help that they need to attend school regularly. Levels of attendance have improved considerably and are now similar to those seen nationally. Most pupils now attend school regularly.

Outcomes for pupils

Good

- Pupils make good progress from their starting points and attainment is rising. After a good start to learning in the early years, pupils continue to achieve well in key stage 1. In the last two years, the proportion of pupils reaching the expected standards by the end of Year 2 in reading, writing and mathematics has generally been in line with national averages. This represents good progress from their lower starting points. Inspection evidence shows that current pupils are also making strong progress in key stage 1. Standards are rising even further.
- Reported results from tests and assessments at the end of key stage 2 in recent years have lagged behind those seen nationally. In Year 6 in 2016 and 2017, a below-average proportion of pupils reached or exceeded the expected standard in reading, writing and mathematics combined. Pupils, including disadvantaged pupils, did not make good progress from their starting points. This was particularly the case in reading in 2017. The proportion of pupils reaching the expected standard in reading was low.
- The quality of teaching, including the accuracy of teacher assessments, in key stage 2 has now been considerably strengthened. Current pupils, including disadvantaged pupils, are now achieving well in key stage 2 as a result. Standards are rising. However, pupils' achievement in reading, while improving, is still not as good as in writing and mathematics. Too few lower-attaining pupils make the accelerated progress necessary to reach the expected standard by the end of Year 6.
- In the early years and in key stage 1, the most able pupils do well. By the end of Year 2 in 2017, typically, the proportion of pupils reaching levels of greater depth is at the national average. Considering pupils' typically lower starting points, this is a good achievement. However, in 2017 too few pupils reached the higher standards by the end of Year 6, especially in reading and mathematics. The most able pupils are now being more appropriately challenged. However, some middle-attaining pupils are not

effectively challenged to reach these higher standards. Expectations of these pupils are not consistently high.

- The achievement of pupils who have SEN and/or disabilities is tracked rigorously and these pupils, including those attending the ARC, are making good progress. There are effective programmes in place to support pupils with their specific needs. Pupils' confidence in what they can do and achieve is evident.
- Pupils use and apply their literacy and numeracy skills well when completing work in other subjects. Work in pupils' books is neatly presented and of a good standard. In history and geography, pupils apply their skills effectively through a wide range of writing activities.
- Younger pupils acquire phonics skills securely because the teaching is systematic and thorough. Outcomes in the phonics screening check at the end of Years 1 and 2 have been rising over the last three years and are close to the national average. Teachers then build on this in key stage 2 effectively, where pupils begin to develop the skills to analyse texts in a more advanced way. The pupils who read with inspectors, including those from low starting points, used a range of strategies to read confidently and answer questions on the story. Achievement in reading, however, still needs to be improved further.

Early years provision

Good

- Many children start school with knowledge, skills and understanding lower than that of their chronological age. For some, their language skills are especially poor. Staff, including specialist speech and language staff, support children extremely well to help children to catch up quickly. In recent years, the proportion of children reaching a good level of development has improved considerably and, in 2017, this was at the national average. This clearly shows that children make good progress from their starting points.
- The two-year-olds who attend also make good progress. This is because adults understand their needs and provide distinct support for these very young children. They use clear, simple language appropriate to children's stage of development. This helps children develop their own language well.
- Children behave well. They learn and play collaboratively. Adults encourage them to be as independent as possible, choosing the resources they would like to use in their play and tidying up after themselves.
- Teaching is good. Teachers and other adults know when to intervene to extend children's learning and spark their interest further. There are numerous examples when adults in the early years support the language development of individual children through targeted one-to-one interventions, resulting in positive outcomes.
- In the Reception classes, children are introduced to phonics and quickly learn the sounds that letters and groups of letters make. The teaching of phonics is highly effective. As in key stage 1, teachers are attuned to children's learning and adapt their teaching accordingly. Progress in acquiring these skills is therefore rapid, which prepares children well for moving on to Year 1.
- The environment, both indoors and outdoors, is stunning and supports teaching and

learning incredibly well. It is bright and inviting, set up in such a way that children can access the resources they want easily and independently. Children are encouraged to take risks and overcome their fears in a safe environment. An example of this is how children challenge themselves to climb the outdoor equipment. They are incredibly proud when they succeed.

- Leadership of early years is good. The assistant headteacher with responsibility for early years leads an effective team that keeps children's interests uppermost in mind when planning. This means that the activities and resources are well suited to children's needs and ensures high levels of engagement.
- Excellent relationships exist between staff, parents and children, with strong engagement through numerous opportunities, for example 'wow' moments, open days and educational visits.
- Parents are supported incredibly well to get involved in their children's learning in a range of ways. They make the most of stay-and-play sessions and workshops to help them support their child at home.
- All policies and procedures are in place to safeguard children. Regular attendance is promoted through strong links with parents. Children are beginning to become involved in assessing any risks in their learning environment and activities.

School details

Unique reference number	138577
Local authority	Newcastle-upon-Tyne
Inspection number	10047601

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

Type of school	Primary
School category	Academy
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	Board of trustees
Chair	Margaret Elise Wright-Stephenson
Headteacher	Louise Saunders
Telephone number	01912 655 362
Website	www.welbeckacademy.co.uk/
Email address	welbeck@wiseacademies.co.uk
Date of previous inspection	March 2014

Information about this school

- The school is a larger-than-average-sized primary school.
- It is a member of the WISE Academies Multi-Academy Trust. WISE Academies is governed by a board of trustees.
- The large majority of pupils are White British. The proportion of pupils who speak English as an additional language is increasing and is at about the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average, although the proportion of pupils who have an education, health and care plan is at the national average.
- The proportion of disadvantaged pupils known to be eligible for support through pupil premium funding is well above the national average.
- The school operates a 15-hour-a-week playgroup provision with 16 spaces. It runs from Monday to Friday and there are both morning and afternoon sessions.
- The school has an Additional Resource Centre (ARC) which caters for the needs of

pupils who have speech, language and communication difficulties. The ARC is used by pupils from schools across the local authority.

- The school runs a breakfast club and after-school club.
- The school meets the government's current floor targets, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of key stage 2.
- The headteacher took up post in September 2015.
- The chair of governors took up post in June 2015.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Inspectors also looked at pupils' work with senior leaders.
- Inspectors met with a group of pupils. They also talked with other pupils informally around the school. Discussions were held with staff, including senior and middle leaders. A meeting was held with two members of the governing body. An inspector met with representatives from the trust.
- Inspectors took account of the 11 responses to Ofsted's online Parent View survey. Inspectors also spoke with parents at the start of the school day.
- Inspectors took account of the 36 responses to Ofsted's online staff questionnaire.
- Inspectors scrutinised a range of documents. These included the school's development plan, information about the school's performance, a range of assessment information and a selection of policies, including those relating to safeguarding and attendance.

Inspection team

Lucie Stephenson, lead inspector	Ofsted Inspector
Sara Roe	Ofsted Inspector
Andy Jones	Ofsted Inspector

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