

Wold Academy

Wold Road, Hull HU5 5QG

Inspection dates

10–11 July 2019

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that arrangements for safeguarding pupils are effective.
- Standards have declined considerably since the last inspection. Although leaders have secured some vital improvements, they have not ensured that teaching is consistently good.
- Pupils' progress, including for those who are disadvantaged, varies across year groups. When they plan their teaching, teachers do not make effective use of information about pupils' prior learning.
- The curriculum covers a broad range of subjects. However, pupils often have misconceptions and gaps in their knowledge which are not identified or addressed consistently.
- Some pupils' knowledge of others' faiths and how they live their lives is underdeveloped. Therefore, pupils are not prepared well enough for life in modern Britain.
- Leaders' evaluations of the school's performance are too generous. Their plans for improvement are not precisely focused on improving pupils' academic outcomes, particularly pupils' progress. Therefore, leaders do not hold teachers to account effectively.
- Leaders' checks on the quality of teaching are not sufficiently thorough. Consequently, they have not taken the right actions to improve teaching swiftly in some subject areas.
- Generally, most pupils conduct themselves well. However, sometimes, pupils' behaviour creates a boisterous atmosphere. In lessons, lapses in pupils' behaviour are evident when work set is not well matched to their needs.
- Teaching is not consistently good in the early years. Activities planned to help children to learn independently often lack challenge. This limits what children learn.
- Pupils do not always present their work well.

The school has the following strengths

- The teaching of phonics is effective. Pupils typically acquire early reading skills well.
- Leaders' actions have secured improvements to pupils' overall attendance.
- Pupils are typically polite and respectful when speaking to staff and visitors.
- Pupils benefit from participating in a wide range of musical and sporting experiences, which support their personal development.
- Pupils who have an education, health and care (EHC) plan make good progress from their starting points because of effective support.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Urgently improve the effectiveness of safeguarding procedures by ensuring that swift referrals are made to appropriate external agencies, and followed up where necessary, to ensure that pupils receive the support they need to keep them safe.
- Improve the effectiveness of leadership and management by ensuring that:
 - leaders are accurate in their evaluation of the school's performance, including how well all pupils are learning over time
 - improvement plans are focused on improving pupils' progress and leaders are held to account effectively for implementing the plans
 - senior and middle leaders receive professional development to enable them to thoroughly check the quality of teaching and take suitable actions to improve it swiftly
 - a suitable system is in place to evaluate how well pupils are learning in a range of subjects beyond English and mathematics.
- Improve the quality of teaching, learning and assessment, including in the early years, and improve pupils' outcomes by ensuring that:
 - teaching staff have appropriate subject knowledge in all the subjects they teach
 - teaching identifies and addresses pupils' gaps in learning, misconceptions and errors effectively in all subjects
 - pupils apply age-appropriate handwriting and English grammar, punctuation and spelling skills consistently in their writing in all subjects.
- Improve the personal development, behaviour and welfare of pupils by ensuring that:
 - the curriculum prepares pupils for life in modern Britain by developing a better understanding of how others live their lives
 - attendance improves for the minority of pupils who are persistently absent
 - pupils' conduct around the school is consistently calm and considerate of others
 - pupils demonstrate consistently positive attitudes to learning in the classroom and take pride in all aspects of their work.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have failed to ensure that the arrangements to keep pupils safe are effective.
- Since the last inspection, the standard of education provided by the school has declined. While current leaders have secured vital improvements to a number of important areas, including phonics teaching and pupils' overall attendance, they have not ensured that the quality of teaching, pupils' behaviour and outcomes are good enough.
- Senior and trust leaders have an overly generous view of the school's performance. Their evaluations and plans for improvement do not focus sharply enough on improving pupils' outcomes, particularly pupils' progress. Consequently, leaders have not been held to account sufficiently well for improving the school's performance. Similarly, some leaders' checks on the quality of teaching are typically not sufficiently thorough. As a result, crucial priorities for improvement, such as reading, are not identified early enough.
- In partnership with the trust and partner schools, leaders have provided professional development for members of staff in a number of areas, including phonics, writing, mathematics, singing and the early years. Some of these new approaches are currently embedding and have given staff a clear direction on how to teach. With the exception of phonics and singing, these initiatives are not securely in place.
- Some subject leaders demonstrate suitable knowledge and expertise. However, many are at the early stages of implementing changes to secure improved teaching and outcomes.
- The curriculum is broad and balanced, and gives pupils a range of first-hand experiences. Leaders have suitably high expectations of the knowledge pupils will acquire in subjects such as science. However, leaders have not ensured that teaching staff are equipped with the necessary subject knowledge. Leaders and staff do not know how well pupils are learning in some subject areas. Too often, pupils are not well supported to meet the demands of the curriculum.
- Leaders spend pupil premium funding on strategies to support disadvantaged pupils' academic, social and emotional development. Additional teaching, small-group work, bereavement support and counselling are in place where appropriate. However, the quality of teaching remains variable for all pupils, including those who are disadvantaged. Over time, disadvantaged pupils' outcomes have lagged behind those of other pupils nationally.
- The special educational needs coordinator is relatively new to the role. She has ensured that provision for pupils with an EHC plan is effective, and has a clear understanding of pupils' needs. This group of pupils benefit from bespoke teaching which is often facilitated by skilled teaching assistants. As a result, pupils make good progress from their starting points. However, pupils with special educational needs and/or disabilities (SEND) who do not have an EHC plan experience more variable teaching. Too often, their needs are not identified clearly and they do not receive the support and the teaching they need to help them to achieve well.

- Leaders have worked hard to create a positive ethos in the school. As a result, staff who shared their views during the inspection said that they feel valued by leaders. A number of middle leaders described being empowered to take a lead on priorities. Staff care greatly for the pupils and are on board with initiatives to improve the quality of education.
- Leaders have ensured that primary physical education (PE) and sports funding is spent effectively. Pupils benefit from participation in extra-curricular clubs and competitions delivered by specialist coaches. Leaders ensure that pupils experience a variety of activities, including hockey, netball, dance, yoga and table tennis. Leaders also have systems in place to identify less-active pupils, who are encouraged to get involved in physical activity. During the inspection, pupils enjoyed demonstrations by and discussions with an Olympic gymnast, who had been invited into the school to spark pupils' interest in this area.

Governance of the school

- Trustees and executive leaders share school leaders' overly positive evaluations of the quality of teaching and pupils' outcomes. Although they provide some challenge in relation to these aspects, they have not been stringent in holding leaders to account to improve the school's performance.
- The local governing body and trustees are well informed about the areas leaders have identified as priorities and the initiatives leaders are employing with the aim of securing improvements.
- Trust leaders are passionate about ensuring that pupils have wide-ranging opportunities in music, sport and dance. They place appropriately high value on the role such activities play in broadening pupils' horizons.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have not ensured that the correct action is taken to keep all pupils safe. Staff with designated responsibility for safeguarding do not recognise the gravity of some risks to pupils. Hence, they do not respond appropriately to all concerns reported by members of staff. Where other agencies are involved, leaders are not sufficiently tenacious in challenging other professionals to ensure that children are safe from harm.
- Members of staff have received appropriate safeguarding training and are aware of their responsibilities to keep children safe. Staff offer high levels of care for pupils and build strong relationships with them. Strategies such as 'worry boxes' in each classroom are in place to support pupils to share any concerns which may arise.
- The personal, social, health and economic (PSHE) curriculum ensures that pupils know how to stay safe in a range of contexts. Pupils with social and emotional needs are well supported through small-group work and specialist counselling.
- Leaders have ensured that adults are checked for their suitability to work with children. Records in respect of this are organised and well maintained.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not consistently good across year groups and subjects. Teachers do not systematically check pupils' starting points, so cannot use this information to plan work effectively. As a result, work set often lacks challenge. Similarly, the gaps which exist in pupils' knowledge, caused by historical weaknesses in teaching, are not identified and addressed well enough by teachers. Consequently, in a range of subjects, including English, mathematics, science, history and geography, pupils' progress is not strong.
- In mathematics, teaching develops pupils' number and calculation skills effectively. However, teachers often lack the necessary subject knowledge to develop pupils' deeper understanding of mathematical concepts. Similarly, in some year groups, pupils have limited opportunities to develop their reasoning and problem-solving skills.
- Pupils have frequent opportunities to develop their reading comprehension skills. However, for some pupils, particularly the most able, the tasks they are given lack challenge. Added to this, some teachers accept underdeveloped responses from pupils. As such, too few pupils develop the deep understanding of books and texts of which they are capable.
- Teachers base much of pupils' reading comprehension work on books chosen for daily whole-class shared reading. Teachers, on an individual basis, often choose books which feed pupils' motivation for reading and which raise pertinent issues, such as those linked to equalities. However, leaders do not have an overview of the coverage of these important issues through the reading curriculum. Leaders have plans in place to strengthen the coherence and range of these book choices to support pupils' learning.
- Teachers devote considerable time to broadening pupils' vocabulary. Pupils have regular opportunities to learn new words through their reading, as well as subject-specific vocabulary linked to their learning in subjects such as science and geography. However, outside of isolated activities, pupils are not expected to use or apply this new vocabulary in their work. This limits how well pupils retain their knowledge of new words.
- In some year groups, teachers organise learning effectively to build pupils' writing skills, which pupils then demonstrate in a range of extended pieces of writing. However, many pupils have gaps in their knowledge of English grammar, punctuation and spelling. Some pupils have not developed age-appropriate handwriting skills. There is inconsistency across classes in teachers' expectations of these basic skills. As a result, pupils' writing in a range of subjects is often poorly presented and typically contains repeated inaccuracies.
- Leaders have clear and high expectations of the knowledge pupils will acquire through lessons in wider curriculum subjects such as science, history, geography and religious education (RE). However, shortcomings in teaching, over time, have left older pupils with considerable gaps in their knowledge of these subjects.
- Pupils' learning is often supported through participation in a range of practical activities, such as baking, performance and investigative work. Pupils enjoy these varied approaches to their learning.
- The teaching of phonics is effective. Leaders introduced a new approach to phonics at the start of this academic year. Adults demonstrate secure subject knowledge. They

make precise assessments of pupils' knowledge and match teaching to this information. As a result, the younger pupils are developing effective early reading skills.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Pupils have limited knowledge of cultural diversity, particularly in relation to their own region. Pupils' understanding of a range of religions and faiths typically lacks depth. Consequently, pupils are not as well prepared for life in modern Britain as they should be.
- Pupils do not consistently take pride in their work. Where adults' expectations are not high enough, pupils' work shows a lack of care in presentation and a neglect for basic skills, such as spelling and punctuation.
- Most of the time, pupils' learning behaviour is effective in supporting their learning. Pupils generally cooperate well with each other and show a keenness to learn. However, where teaching is not planned well, pupils' attention drifts and, occasionally, they become disruptive.
- Most pupils hold positive views of their school and express a sense of loyalty and belonging. They benefit from a wealth of musical and sporting opportunities. These are effective in broadening pupils' horizons. Many pupils are inspired to develop their talents in their own time, following their experiences at events, clubs and competitions organised by the school. Breakfast club provides a positive start to the day for those who attend.
- Leaders are effective in fostering pupils' spiritual, moral and social development. Pupils' participation in music and art plays an important role in their spiritual development. For example, during the inspection, key stage 2 pupils took part in a singing performance which was shared with parents. Additionally, Year 6 pupils benefited from lessons on justice and freedom, which further supported their moral understanding.
- Pupils who shared their views during the inspection said that bullying and the use of derogatory language are both infrequent. They expressed trust in members of staff to resolve any instances of bullying which may occur.

Behaviour

- The behaviour of pupils requires improvement. Their conduct varies. Many pupils are sensible when moving around the school. However, older pupils' behaviour is not consistently calm and orderly. Some pupils demonstrate boisterous behaviour when they are trusted to move around the school unsupervised or when adults do not have suitably high expectations of pupils' behaviour.
- Pupils are typically polite and respectful when talking to adults in school and to visitors. Many pupils greet adults and hold doors open for them. However, pupils, particularly key stage 2 pupils, do not consistently show respect and consideration for each other.
- Pupils' attendance was identified at the last inspection as an area for leaders to improve. Leaders introduced a new system in January this year which they use to track

pupils' absences carefully. They have been successful in improving pupils' overall attendance so that it is broadly in line with the national average. However, there remains an above-average proportion of pupils who are frequently absent from school.

Outcomes for pupils

Requires improvement

- In a range of subjects, pupils' books show that their progress is not consistently strong across year groups in English, mathematics and wider curriculum subjects, such as science and geography.
- The progress of pupils who left Year 6 in 2018 was below average in English and mathematics. As a result, the proportion of pupils who reached the expected standard in both of these subjects was significantly below average. Outcomes from the national tests in 2019 indicate that attainment for current Year 6 pupils is better. However, pupils' attainment in reading remains too low.
- Over time, pupils' outcomes at the end of key stage 1 have been broadly average in English and mathematics. Some pupils who reached a good level of development at the end of Reception Year make strong progress to attain the greater depth standards of attainment at the end of key stage 1 in English and mathematics. However, for many pupils, their progress is not consistently strong across key stage 1.
- In some year groups, in subjects such as mathematics and science, pupils' learning is hindered because teachers do not consistently identify and address pupils' misconceptions. In reading and geography, pupils' progress is restricted because teaching does not foster sufficiently deep learning.
- Disadvantaged pupils' progress, like that of other pupils in the school, is variable. As a result, their attainment at the end of key stage 2 in 2017 and 2018 lagged behind that of other pupils nationally. Unvalidated data for Year 6 in 2019 indicates that disadvantaged pupils' attainment in reading remains too low.
- Since the last inspection, the proportion of pupils who have reached the expected standard in the Year 1 phonics screening check has been average each year. The effective teaching in phonics has ensured that most pupils are now starting to develop early reading skills well.

Early years provision

Inadequate

- While the quality of teaching and outcomes for children in the early years require improvement, weaknesses in the effectiveness of the school's work to safeguard children mean that the overall judgement for early years is inadequate.
- Children enter the early years with skills and knowledge which are broadly typical for their age. An average proportion reach a good level of development by the end of the Reception Year. The progress they make is not consistently good. Too few exceed the standard expected for their age at the end of Reception.
- Leaders have worked with external consultants to improve the quality of teaching. They have had success in a number of areas, including in securing effective phonics teaching. Reading is given high priority. For example, during the inspection, some

children were excited by activities linked to the books 'The Scarecrow's Wedding' and 'The Enormous Turnip'.

- When leading activities, adults are effective in extending children's learning through demonstration and questioning. However, the activities on offer for children when they work independently, particularly in Reception and especially outdoors, often lack challenge. This hinders their progress.
- Adults place suitable emphasis on the development of children's language, communication and social skills. From the start of the early years in the two-year-old provision, children benefit from working in small groups with adults, playing games to practise turn-taking and speaking in sentences.
- Children in the early years are confident and usually cooperate well with each other. When working with adults, children are able to concentrate for sustained periods. However, when working independently, children struggle to focus. Because activities are not sufficiently demanding and engaging, children tend to flit between areas of the learning environment.
- Leaders have ensured that parents have suitable opportunities to be actively involved in their child's learning. Informal communications at the start and end of the day ensure that information is shared appropriately between staff and parents. Parents also enjoy attending events such as picnics and story events.

School details

Unique reference number	139968
Local authority	Kingston Upon Hull City Council
Inspection number	10087668

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	603
Appropriate authority	Board of trustees
Chair	David Ross
Principal	Janine Carn
Telephone number	01482 353259
Website	www.woldacademy.co.uk
Email address	enquiries@woldacademy.co.uk
Date of previous inspection	24–25 June 2015

Information about this school

- Wold Academy is more than double the size of an average primary school. It has a nursery for children from the age of two.
- The school opened in October 2013 when it joined the David Ross Education Trust. The board of trustees delegates some responsibilities to an academy scrutiny committee. Full details of the governance arrangements are available on the trust's website.
- The vast majority of pupils are of White British heritage. Nine other ethnic groups are represented in the school. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disadvantaged pupils is average.
- The proportion of pupils with SEND is average.
- The school has a breakfast club for its pupils.

Information about this inspection

- Inspectors observed learning in a range of subjects in classes across all year groups. Most of these observations were carried out jointly with leaders.
- Inspectors looked at pupils' work and listened to them read. They observed pupils' behaviour in lessons and around school, including at playtimes, lunchtimes and breakfast club. They gathered pupils' views about the school through formal and informal discussions.
- Inspectors met with senior and middle leaders. They spoke to the chief executive officer of the trust, a trustee, members of the executive board and the chair of the governing body. Inspectors spoke to staff both formally and informally.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation and improvement plans, minutes of governing body meetings, safeguarding documents and monitoring records of the quality of teaching and learning. Inspectors also evaluated information relating to pupils' outcomes, behaviour and attendance.
- Inspectors gathered the views of parents at the start of the school day. They also took account of the views of 25 parents who responded to Ofsted's online questionnaire, Parent View.

Inspection team

Karine Hendley, lead inspector	Her Majesty's Inspector
Rajinder Harrison	Ofsted Inspector
Simon McCarthy	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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