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Mark Brown  
Headteacher  
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Dear Mr Brown

### **Additional, remote monitoring inspection of Winifred Holtby Academy**

Following my remote inspection with James Duncan, Her Majesty's Inspector (HMI), of your school on 25 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in July 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- ensure that all staff understand what they must do from now to implement fully the curriculum changes planned for key stage 3 pupils
- make sure that all staff have the skills required to support pupils' reading development in their subject lessons.

### **Context**

- The school joined the Consortium Academy Trust in September 2019. The governing body that was in place at the time of the last section 5 inspection has been replaced by a local governing body that reports to the trust's board. The chair of the local governing body was appointed in September 2020. He had previously been the vice-chair of governors.
- Across the autumn term 2020, 37% of pupils were educated remotely. Year 11 was affected more than other year groups.
- At the time of this inspection, 85% of pupils were being educated at home. Forty-two per cent of pupils identified as vulnerable and 53% of pupils with education, health and care plans were attending on site.

### **Main findings**

- Senior leaders are clear about what is needed for the community they serve. Staff deliver live lessons to all pupils whether they are learning in school or at home. Senior leaders have sent out more than 500 laptops to pupils' homes to ensure all pupils can access lessons online. Teachers understand that the live lessons have helped with pupils' engagement. The majority of parents who responded to the Ofsted survey said that their child was being well supported by the school.
- Teachers have adapted their lessons to reflect the fact that most pupils are learning from home currently. Adaptations include changes to the order of curriculum topics. In mathematics, for example, staff have moved the teaching of transformations to later in the term. This is because teachers feel that pupils will learn this topic better in the classroom rather than remotely. Leaders have provided training in assessment. This is to ensure pupils get timely feedback in lessons. It is clear from the lessons and written work seen during the inspection that teachers identify and address pupils' misunderstandings quickly. Pupils told inspectors how confident they are in their teachers and the support they are getting.
- Senior leaders are changing the key stage 3 curriculum. They said this improvement work had carried on during the current lockdown. Some, but not all, staff spoke with confidence about these curriculum developments.

- Staff are aware of the importance of improving pupils' reading skills. However, some of the plans aimed at improving pupils' reading have stopped recently. For example, the work on promoting wider reading outside of English lessons was not happening during the inspection.
- Senior leaders continue to support vulnerable pupils well. They track their attendance, engagement and well-being daily. Leaders are quick to put in place action plans for any pupil when needed. These action plans include the use of support in lessons and referrals to specialist agencies.
- The headteacher has ensured all Year 11 pupils are getting individual support to help them progress to further education or training. Older pupils told us that preparation for employment is important to them. They said that staff are ambitious for them and provide helpful support.
- Pupils with special educational needs and/or disabilities (SEND) receive specialist teaching and additional support in their lessons. This support has continued during the current lockdown. Staff have learned how to use break-out facilities during online lessons. This means that pupils with SEND continue to benefit from one-to-one support in lessons in school and when attending remotely.
- Trustees and governors have continued to support and challenge senior leaders. Trust leaders have worked with senior staff to streamline school improvement plans. Trust leaders have continued to provide professional development for staff. For example, training for all staff on metacognition has been delivered. Trust leaders monitor the school's plans for use of catch-up funds and the national tutoring programme.

## **Evidence**

This inspection was conducted remotely. We spoke to you, other senior leaders, the multi-academy trust's chief executive officer and director of education, pupils, staff and representatives of those responsible for governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also viewed recorded lessons and looked at pupils' work. We looked at responses to Ofsted's online questionnaire, Parent View, including 55 free-text responses, and 68 staff questionnaires.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Consortium Academy Trust, the regional schools commissioner and the director of children's services for Kingston-upon-Hull City Council. This letter will be published on the Ofsted website.

Yours sincerely

Patricia Head  
**Her Majesty's Inspector**