

# Inspection of Wold Academy

Wold Road, Hull HU5 5QG

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Inspection dates: 12 to 13 May 2021

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Inadequate

## **What is it like to attend this school?**

Pupils are thriving in this rapidly improving school. Leaders have ensured that all staff have high expectations of pupils' behaviour. Older pupils are proud to be role models for younger pupils. Adults encourage everyone to remember the 'Wold way for welfare'. Pupils feel safe and cared for.

Pupils remember 'Wold walking' when they move around the building. As a result, the staircases, corridors and dining room are quiet and calm spaces. Leaders have provided additional equipment to help pupils stay active and enjoy themselves when they are playing together at lunchtime.

Bullying is rare. Pupils told us, on the rare occasions bullying does happen, adults solve the problem quickly.

All adults have high expectations of pupils' learning. Leaders have designed the curriculum skilfully to make sure that pupils are well prepared for life in modern Britain. Older pupils can remember what they have learned about civil rights in history lessons. They understand the right to equality, and that no form of discrimination is acceptable. Pupils are excellent ambassadors for their school.

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

Despite the additional pressures of leading the school through the 2020/21 COVID-19 (coronavirus) pandemic, leaders have been relentless in improving the quality of education.

The multi-academy trust has supported leaders effectively to achieve this improvement quickly. For example, the multi-academy trust selected one of its early years experts to support the leadership team at Wold Academy. Leaders have designed an ambitious curriculum that meets the needs of children in the early years, including the two-year-olds. As a result, children in the early years are well prepared for their next stage in learning.

Leaders identify children with special educational needs and/or disabilities (SEND) quickly. They adapt the ambitious curriculum to make sure that pupils with SEND get the extra help they need to succeed. Teachers adapt curriculum plans successfully for pupils with SEND who have complex needs.

Leaders have ensured that all teachers and teaching assistants are fully trained in the school's chosen phonics scheme. The phonics leader checks that staff deliver the phonics programme sequentially and at pace. Leaders quickly identify pupils that fall behind. Teachers and teaching assistants give pupils the extra help they need. Consequently, pupils gain confidence and fluency rapidly when they are learning to read.

Leaders have planned an ambitious curriculum for most subjects. Leaders consulted with parents and introduced the new curriculum for relationships education this term. Effective religious education (RE) helps to ensure pupils' good personal and spiritual development. Pupils remember what they have learned about other faiths. This helps pupils to develop respect and tolerance for different beliefs and cultures.

Leaders pride themselves on the broad curriculum on offer. However, leaders recognise that the modern foreign languages and design and technology curriculums remain underdeveloped. This is because teachers have not had all the training that they need to teach these subjects well. Leaders are developing detailed curriculum plans to specify the knowledge and skills that should be taught to pupils in these subjects in each year group.

In some subjects, for example in mathematics, the curriculum is fully implemented. Leaders have created a culture of continuous improvement where colleagues work together to improve their subject knowledge. Teachers appreciate the training and coaching that leaders provide. Teachers' expectations are consistently high. They give prompt feedback to help pupils see where they went wrong, and how they can improve. The impact of the improved mathematics curriculum is evident in the good progress pupils are making. They know more and remember more. Pupils know what is expected of them and they are growing in confidence in mathematics. In mathematics, pupils take great pride in their work and they have positive attitudes to their learning.

Pupils enjoy the wide and varied opportunities that extend their skills and talents. Some of the enrichment activities typically offered have been limited in recent months. However, leaders have done all they can to offer enrichment activities safely. After-school sports clubs have already restarted, and leaders have rescheduled residential visits. Leaders have invited different faith leaders to visit classes. These visitors engage pupils' interests and enrich pupils' knowledge in RE.

Leaders have successfully developed and adapted the curriculum so that it can be delivered remotely. Parents appreciate this. One parent said, 'I feel that all staff at this school have gone above and beyond, especially during this strange time.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand how to identify, help and manage safeguarding concerns. Leaders have put effective arrangements in place to ensure that all staff are able to access regular safeguarding training linked to both the local and national context.

Pupils know how to keep themselves safe, including when they are working online.

Governors are knowledgeable and they hold leaders to account about safeguarding. They commission external specialists to complete independent safeguarding audits. These audit reports offer high assurance to governors.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The content of some subjects is not as well chosen and sequenced as most. This is particularly so in modern foreign languages and design and technology. The plans for these subjects do not support teachers to build pupils' knowledge sequentially. As a result, pupils do not learn these subjects well enough. Leaders need to ensure that the content of all subject plans is well chosen, carefully sequenced and delivered as intended.

## **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 Ofsted Parent View information 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

<b>Unique reference number</b>	139968
<b>Local authority</b>	Kingston upon Hull City Council
<b>Inspection number</b>	10184607
<b>Type of school</b>	Primary
<b>School category</b>	Academy special sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	530
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Ross
<b>Principal</b>	Janine King
<b>Website</b>	<a href="http://www.woldacademy.co.uk">www.woldacademy.co.uk</a>
<b>Dates of previous inspection</b>	10 to 11 February 2021, under section 8 of the Education Act 2005

## Information about this school

- This school is part of the David Ross Education Trust.
- Leaders refer pupils to the Whitehouse Pupil Referral Unit, which is part of the Venn Academy Trust. Pupils are referred if they need extra help and support to re-engage with their learning academically and socially.
- The inspection was the second monitoring inspection since the school was judged to have serious weaknesses in July 2019.
- The first monitoring inspection took place in March 2020.
- An additional Ofsted visit took place in November 2020.
- A remote learning Ofsted visit took place in February 2021.
- This school provides provision for two-year-olds.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This was the first routine inspection the school received since the 2020/21 COVID-19 (coronavirus) pandemic. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors met the principal and other senior and middle leaders, including the special educational needs coordinator (SENCo).
- We met the multi-academy trust's director of primary education and regional director for the north. These officers represented the chief executive.
- Inspectors discussed the school's progress with the chair of the academy scrutiny committee. Inspectors evaluated minutes of trust board meetings and academy scrutiny committee meetings. Inspectors also evaluated several documents, including the school improvement plan and records of governor visits.
- We met with senior safeguarding leaders and evaluated written safeguarding records. These included external audits of the school's safeguarding arrangements.
- We also met with subject leaders for reading and phonics, mathematics, physical education and RE to discuss their curriculum plans. Other activities included speaking to teachers and pupils, visiting lessons and reviewing pupils' work.
- Inspectors met with the early years leader and visited the school's provision for two-year-olds, Nursery and Reception Years.
- Inspectors evaluated remote education and spoke to parents and pupils about their experience of remote learning.
- We evaluated education, health and care plans and spoke to parents of pupils with SEND.
- Inspectors reviewed the 61 Parent View responses and 17 staff responses to our surveys. Inspectors also spoke to parents during the inspection.
- Inspectors considered two written responses, sent separately to Ofsted, providing parents' views of the school's provision for remote education.

### **Inspection team**

Tracey Ralph, lead inspector	Her Majesty's Inspector
Graham Findlay	Her Majesty's Inspector
Zoe Lightfoot	Her Majesty's Inspector

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