

Inspection of Welton Church of England Academy

Well Lane, Welton, Daventry, Northamptonshire NN11 2JZ

Inspection dates: 25 and 26 May 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils thrive at Welton Church of England Academy. Leaders set exceptionally high expectations. They are determined that all pupils will leave the school as confident learners. Relationships between the pupils and staff are very positive. This makes the pupils feel safe and confident.

Leaders meticulously plan opportunities to enrich the curriculum. Pupils benefit enormously from first-hand experiences to complement their learning. These include visits to places of worship and museums. Pupils enthuse about the wide range of clubs, including cookery, movie, sports and choir. They say that there is something for everyone.

Pupils relish taking responsibility as leaders. They feel proud, for example, of the work they do as house captains, leaders of prayer and ethics, or being part of the 'Action for Change' group. Pupils are involved in debates and decision-making, such as with the creation of the spiritual garden.

Parents and carers are positive about the education their children receive. One view shared by many was, 'The teachers work tirelessly to give the pupils the best education possible.'

Pupils' behaviour and attitudes are excellent. They are respectful, well mannered and polite. Bullying is not tolerated. It happens rarely.

Pupils know the value and the importance of treating everyone as an equal. Pupils say that 'everyone at this school is a part of the same community'.

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

Leaders have a clear vision. They want pupils to appreciate important values and achieve well. Leaders have found the right balance between academic studies and developing well-rounded citizens. As a result, pupils leave at the end of Year 6 very well prepared for secondary school and life beyond.

Leaders have implemented a coherent, sequenced curriculum from the early years through to Year 6. It is broad, ambitious and aspirational. Leaders consider the knowledge and skills they want pupils to learn at each stage of their education. The curriculum is carefully organised into small steps to enable pupils to remember more.

The curriculum includes a well-chosen amount of practice and revision. For example, lessons begin with a recall of what pupils know before moving to more complex work. This ensures that pupils' knowledge and understanding deepen exceptionally well over time.

Teaching helps pupils to learn and remember the curriculum well. Through excellent

use of questioning, teachers frequently check pupils' learning. In history, pupils enthusiastically remember what they have learned. For example, they confidently talk about Julius Caesar and the role of the triumvirate.

Leaders ensure that reading is a high priority for all pupils. Phonics is taught as soon as children start school. The phonics programme is tightly structured. It is taught consistently well. Pupils quickly learn the sounds that different groups of letters make. Staff employ a very wide range of strategies to encourage pupils to read for pleasure.

Leaders provide high-quality support for pupils, including those with special educational needs and/or disabilities (SEND). Teachers use appropriate resources and skilful strategies to make learning accessible. Well-structured lessons ensure that pupils keep up. Pupils benefit from extra support when needed.

Children in the early years get off to a strong start. They settle quickly into familiar routines. Leaders plan activities to develop their knowledge and skills in early reading and mathematics. Early years staff use every opportunity to move children on in their learning. The environment is carefully organised to help children know and remember more. For example, photographs of previous topics are displayed to help children remember what they have learned in the past. Children with SEND access the same curriculum as their peers. Teachers use a range of strategies to enable this, such as providing extra help to those who need it.

There is a consistent approach to behaviour across the school. Staff understand pupils and their individual needs. Behaviour is exemplary. Pupils are highly respectful and supportive of each other.

There is an impressive personal development programme. Spiritual, moral, social and cultural education are woven into pupils' learning. Pupils have an excellent understanding of equality and British values. Pupils learn about different faiths and cultures. They value diversity. They know that everyone is equal.

Leaders keep a close track of which pupils engage in extra-curricular activities. Leaders make sure that the most disadvantaged pupils do not miss out.

Senior leaders provide high-quality professional development for staff. Teachers appreciate leaders' support around workload and welfare. Staff feel privileged to work at the school.

Governors and trustees have a strong understanding of the school. They share leaders' strong ambition and are not complacent. Governors are highly effective at holding leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Leaders know pupils and their families well. They take prompt action in response to any potential concerns. Staff receive regular and appropriate training. Records are well maintained.

Pupils learn how to keep themselves safe. This includes when they are online.

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 information from Ofsted Parent View 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

Unique reference number	138840
Local authority	West Northamptonshire
Inspection number	10199312
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	Board of trustees
Chair of trust	Stuart Burns
Headteacher	Sol Johnson
Website	www.weltonacademy.co.uk/
Date of previous inspection	25 and 26 May 2022, under section 5 of the Education Act 2005.

Information about this school

- The school is part of the Diocese of Peterborough. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in 2017.
- The school uses no alternative provision.
- The school is part of The David Ross Education Trust.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, music and history. For each deep dive, they met with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils and looked at samples of pupils' work. Inspectors also spoke with leaders about

the curriculum in other subjects, including art, science, geography and physical education.

- Inspectors spoke with leaders about the provision for the personal development of pupils. They also spoke with leaders with responsibility for the early years and pupils with SEND.
- Inspectors considered a range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.
- Inspectors met with several governors and trustees.
- They spoke with parents at the beginning of the school day and took account of views expressed through Ofsted Parent View.
- Inspectors spoke with groups of staff. They spoke with groups of pupils formally and informally. They observed pupils' behaviour at playtime and lunchtime.

Inspection team

Dawn Ashbolt, lead inspector

Her Majesty's Inspector

Luella Manssen

Ofsted Inspector

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