

# Inspection of William Farr C of E Comprehensive School

Lincoln Road, Welton, Lincoln, Lincolnshire LN2 3JB

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Inspection dates: 19 and 20 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Pupils and students in the sixth form appreciate that the school's values of 'compassion, friendship, perseverance, respect, responsibility and wisdom' really mean something to them. They say that their teachers not only help them to be good pupils, but they also help them to become 'good humans'.

Pupils are confident that bullying is rare. It is dealt with swiftly and effectively. Diversity and equality are promoted. Pupils welcome difference. There is an active LGBTQ+ community. Positive action is taken to address misogynistic language and behaviour.

Teachers have high expectations of all pupils' behaviour. In lessons, pupils are well behaved, thoroughly engaged and focused on their learning.

Teachers encourage pupils to achieve excellence. Pupils benefit from high levels of ambition within the curriculum.

The house system helps pupils to make friends across all year groups. Pupils welcome the prospect of inter-house activities and competitions. They are proud of the raft of fund-raising events that take place to raise money for local charities. Pupils agree that the 'House Bake Off' was a great success!

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

Leaders have established a well-thought-through curriculum. They ensure that pupils study a broad range of subjects. They are keen that pupils develop a love of the subjects that they study. At key stages 4 and 5, pupils study an academic curriculum that prepares them well for their next steps.

In most subjects there is no discernible difference in the curriculum goals for pupils with SEND. The curriculum for these pupils is ambitious. However, sometimes, the curriculum is not always adapted successfully so as to ensure that these goals are met. Some pupils with SEND could achieve more.

Teachers are experts in the subjects they teach. They use their expertise effectively. Assessment is used skilfully to check what pupils have learned and remembered.

Pupils at earlier stages of reading receive helpful support as soon as they enter the school. The love of reading is successfully promoted. Pupils are introduced to a wide range of texts of different genres. Pupils routinely visit the school library. They said that they enjoy getting engrossed in a book.

Most pupils behave well. However, not all staff manage behaviour consistently. The behaviour policy lacks clarity about how teachers should manage incidents of poor behaviour.

Personal development is a strength of the school. Pupils benefit from a well-planned and thorough personal, social and health education curriculum. Staff help pupils make well-informed choices, including decisions about future careers.

Extensive extra-curricular opportunities exist for pupils to develop their interests and talents. Pupils are involved in music, the arts and sport. There is also a popular 'knit and natter' club. The 'fusion' group is well attended. Many of these activities are enjoyed at lunchtime. More could be done to ensure that disadvantaged pupils benefit fully from these opportunities.

The school's work to ensure that pupils engage with 'life in all its fullness' is effective. The spiritual, moral, social and cultural development of pupils is of high quality. It is embedded throughout school life. Pupils said that great care was taken to educate them in a well-rounded way.

Students in the sixth form are fully involved in the life of the school. They are positive role models. They value the care and support that they receive from their teachers. They say that teachers 'hold our hand just enough to give us the confidence to go on to make wise independent choices'.

Staff said that they felt trusted by leaders. They appreciate the opportunities they receive for professional development. They know that sensible measures are in place to help them manage their workload. One member of staff spoke for many when they said: 'This school is the happiest and nicest place to work in. I am proud of our school!'

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding ethos within the school. Pupils said that they feel safe in school. They said that they have people to turn to if they need help. Currently, records do not always reflect the full extent of the support that pupils receive to keep them safe. Leaders are aware of this and are acting to address the matter.

Staff within the 'hub' provide valuable support for pupils who may need specialist counsel, help and guidance.

Staff are trained well to spot signs of safeguarding concerns. They know what to do if safeguarding matters are brought to their attention.

The processes in place to safely recruit members of staff meet statutory requirements.

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

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

- The curriculum in a few subjects is not yet successfully adapted for pupils with SEND. This means that some pupils with SEND do not achieve as well as they could. Leaders must make sure that the ambitious curriculum is adapted across all subjects so that it meets the needs of pupils with SEND.
- Some disadvantaged pupils do not yet benefit from the rich extra-curricular activities that are offered. This means that some pupils miss out on new opportunities. Leaders must ensure that disadvantaged pupils are encouraged to take part in the wider curriculum and to develop broader interests and talents.
- There is insufficient clarity about how any poor pupil behaviour should be managed. This can be confusing for pupils. Leaders must ensure that everyone is aware of the correct procedures for managing pupils' behaviour. They must make sure these procedures are consistently followed.

## 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.

## 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>	136415
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10229056
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1439
<b>Of which, number on roll in the sixth form</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jeffrey Heskins
<b>Headteacher</b>	Jonathan Knowler
<b>Website</b>	<a href="http://www.williamfarr.lincs.sch.uk">www.williamfarr.lincs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The headteacher was appointed in February 2020.
- The school uses one registered alternative provision.
- Two deputy headteachers are new to role.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded 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 met with senior leaders, members of the governing body, subject leaders and groups of staff.
- Inspectors undertook deep dives in these subjects: English, mathematics, science, geography and drama. As part of the deep dives, inspectors spoke with curriculum leaders to review the curriculum, visited lessons, considered pupils' and sixth-form students' work. They spoke to pupils, sixth-form students and teachers. They visited the library. The lead inspector met with student council representatives.
- Inspectors held a series of meetings with leaders and pupils to discuss the school's safeguarding arrangements. They scrutinised a range of records relating to safeguarding, behaviour and attendance. An inspector spoke with staff from the alternative provider.
- Inspectors observed pupils and sixth-form students at different times of the school day, including the start and end of day and at lunchtime and breaktime. Inspectors observed pupils' involvement in extra-curricular activities during lunchtime.
- Inspectors considered the views of staff, pupils, parents and carers through discussions and correspondence received during the inspection and through the Ofsted online surveys.

### **Inspection team**

Jayne Ashman, lead inspector	His Majesty's Inspector
Paul Halcro	His Majesty's Inspector
Nick Asker	Ofsted Inspector
Matthew Sammy	Ofsted Inspector
Teresa Roche	Ofsted Inspector
Farhan Adam	Ofsted Inspector

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