

# Inspection of a good school: The Barnes Wallis Academy

Butts Lane, Tattershall, Lincoln, Lincolnshire LN4 4PN

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Inspection dates:

6 and 7 December 2022

## Outcome

The Barnes Wallis Academy continues to be a good school.

## What is it like to attend this school?

This is a school where leaders and staff want the best for pupils and are determined that they will succeed. The governors and the trust have acted swiftly to provide strong interim leadership. As a result, the school continues to operate well.

The school's curriculum is well planned. Leaders have identified the important knowledge in each subject. Lessons follow the curriculum plan so that all pupils can make good progress. Teachers adapt lessons, and pupils receive extra support where necessary. As a result, pupils achieve well.

The school is a harmonious community. Bullying is rare, and pupils say that leaders deal with any incidents well. The school's behaviour policy helps pupils to behave well in class and around the school. However, leaders have not communicated this clearly to all parents and carers.

Leaders make sure that pupils can take part in a wide range of after-school activities, including sports, music productions and charitable work. Pupils have opportunities to take part in new experiences, such as the recent trip to the Royal Opera House.

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

In the absence of the headteacher, the school's interim leaders have ensured that pupils continue to access learning. Leaders have an accurate view of the school. They have identified where improvements are needed and have put effective plans in place.

Leaders have designed a curriculum that is ambitious and well planned. It sets out the key knowledge and skills to be taught in each subject. Leaders have worked with colleagues from across the trust to develop this curriculum plan. The plan has been personalised for The Barnes Wallis Academy.

Lessons follow a consistent pattern. Pupils know the expectations of their teachers and they respond well. In most lessons, teachers use assessment well to adapt teaching and identify pupils' next steps. In some lessons, teachers do not give enough time for pupils to understand their learning fully before they move on to new learning.

Teachers have good subject knowledge. They work closely together in subject departments. They receive good opportunities to develop their skills through training. Teachers enjoy working at the school. Leaders provide good support for teachers. They consider teachers' workload when introducing new policies.

The school has prioritised reading. Pupils read a selection of classic novels together each day. Pupils receive additional targeted support if they fall behind in reading.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers and support staff know the right strategies to use for the pupils in their class. Staff are knowledgeable and provide well-targeted support for pupils. Some parents of pupils with SEND say that they are not clear about the way in which school systems support their children.

Leaders have implemented an effective behaviour policy. As a result, behaviour rarely disrupts lessons. Leaders take incidents of bullying and the use of derogatory language seriously and deal with any incidents well. Some parents express concerns about the way in which some staff apply the policy. The school has a rigorous system for tracking and promoting attendance. As a result, attendance is returning to pre-pandemic levels.

The school has a well-planned programme of personal development. Teachers deliver dedicated lessons, as well as assemblies and 'drop-down' days. Pupils learn important life skills, such as in relationships and sex education (RSE). Pupils receive support to choose the next steps in their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding have put thorough and robust systems in place for reporting and tracking concerns. Staff and governors receive regular and comprehensive training. Leaders carry out appropriate checks when new staff join the school.

Pupils say that they feel safe in school. They know whom to talk to if they have a concern. They learn how to recognise potential risks, including when online. They know that inappropriate behaviour, including harmful sexual behaviour, would be challenged by staff if it occurred.

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

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

- The school has established an effective curriculum. However, there are some inconsistencies in the implementation of the curriculum in some lessons. Teachers sometimes move pupils on before they have fully understood new learning. Leaders should ensure that the planned curriculum is delivered effectively in all lessons so that pupils can remember and apply what they have been taught.
- Leaders have established effective systems for managing pupils' behaviour and for supporting pupils with SEND. However, these systems have not been well understood by some parents and carers. Leaders should develop strategies to engage with parents and carers so that they understand the work of the school.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2017.

## 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>	141166
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10240888
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	549
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Tim Drakes
<b>Headteacher</b>	Alastair O'Connor
<b>Website</b>	<a href="http://www.barneswallisacademy.co.uk">www.barneswallisacademy.co.uk</a>
<b>Date of previous inspection</b>	5 and 6 July 2017, under section 5 of the Education Act 2005

## Information about this school

- The school uses one alternative provider.

## Information about this inspection

- 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 English, mathematics, science and geography. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with a wide range of senior leaders, including the special educational needs coordinator and leaders responsible for behaviour and personal development.
- Inspectors met with members of the trust and those responsible for governance.
- Inspectors looked at information about behaviour, attendance and enrichment opportunities.

- Inspectors spoke to a range of staff about workload and leadership.
- Inspectors talked to leaders in charge of safeguarding arrangements. They met with a range of staff and pupils and looked at documentation to evaluate the effectiveness of safeguarding procedures.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and considered responses to the staff survey.

### **Inspection team**

Paul Heery, lead inspector

Ofsted Inspector

Julian Scholefield

Ofsted Inspector

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