

Inspection of Warwick Academy

Dulley Avenue, Wellingborough NN8 2PS

Inspection dates: 10 and 11 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Warwick Academy is a friendly and welcoming school. Pupils enjoy their learning and being with their friends. Pupils say that they feel safe. They know that bullying is not allowed. Pupils like that staff are quick to sort out concerns for them. Pupils are proud of their school. One pupil told inspectors: 'This school has really improved.'

Staff have high expectations of pupils. The school's values permeate its work. Pupils understand the values. They are aspirational and want to achieve. Pupils enjoy making a positive contribution to the life of the school. They like being school ambassadors and school councillors. One pupil told inspectors: 'We are all ambassadors really because we all like to be responsible.'

Pupils are a credit to the school. They behave very well. They are well mannered. They care for each other. Pupils understand diversity and equality. They say that everyone should be treated fairly.

Most parents and carers are delighted with the school. One parent, typical of many, said: 'The change in this school has been amazing. All staff work extremely hard and have the children's best interests at heart.' Parents like that staff deal quickly with any concerns they may have. They appreciate the range of after-school clubs.

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

Leaders have developed a strong curriculum. They have thought very carefully about how to prepare pupils for what they will be taught in subsequent year groups. Many pupils remember what they have learned. For example, pupils recall learning about rocks. They can explain the difference between sedimentary, igneous and metamorphic rocks. Other pupils confidently explain the difference between physical and human features of places. However, there are inconsistencies in what some pupils can remember about their learning.

Lessons are planned so that pupils build their knowledge and skills over time. Leaders have identified the key vocabulary that pupils need to know. Teachers set work which helps pupils to retain important knowledge. However, this approach is not consistent. On occasions, pupils remember activities but struggle to recall key concepts in a subject. In art, for example, pupils spoke about the practical work that they had done. They remembered painting but struggled to recall what they had learned about the primary colours. Teachers' checks on learning do not always establish whether pupils have learned the important knowledge set out in the curriculum.

Reading is a high priority in the school. Leaders are determined that all pupils read successfully. There is a well-planned reading programme in place. Early readers receive high-quality support as soon as they enter the school. There is a consistent approach to the teaching of phonics. Pupils use their phonic knowledge to sound out unfamiliar words. Staff make sure that books are closely matched to the letters and

sounds pupils are learning. Those who begin to fall behind are given the right support to get them back on track.

Pupils enjoy mathematics. Pupils confidently articulate what they have learned. Teachers ensure that pupils have frequent opportunities to explain their understanding of mathematical concepts. Pupils like the 'ABCs' (Agree, Build on, Challenge) that are a feature of lessons. Pupils told inspectors that these opportunities to explain their learning help them to understand the work in lessons.

Teachers have good knowledge of the subjects they teach. They use questioning effectively. Teachers accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). They adapt teaching to ensure that these pupils receive the help they need to access the same curriculum as other pupils.

Pupils have positive attitudes toward learning. Pupils are attentive during lessons. Staff expect pupils to use the 'Five Bs' (Brain, Board, Book, Buddy, Boss) to ensure that they have taken all the possible steps required to work through a problem. Teachers quickly establish clear routines in the early years.

The school's work to enhance pupils' personal development is of high quality. Pupils learn about democracy through their school council. They learn about the rule of law when magistrates visit the school. Leaders provide opportunities for pupils to carry out leadership roles. Pupils say that they enjoy these positions of responsibility. Pupils know how to keep fit and eat healthily. A high proportion of pupils attend extra-curricular clubs. Pupils' knowledge of different faiths and beliefs is strong.

Representatives of the multi-academy trust (MAT) share an ambitious vision for the school. They offer support and robust challenge to leaders and staff. Leaders are very effective. Staff are overwhelmingly positive about the leaders and the support from the MAT. Leaders work hard to ensure staff's workload is manageable. Staff say that they feel valued by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe, including when online. Pupils know who to go to if they have a concern. They know that staff take their concerns seriously.

There is a strong culture of safeguarding at the school. Leaders provide training for staff and trustees. Leaders and trustees regularly check the school's safeguarding procedures. Record-keeping is detailed and thorough.

Staff know how to spot pupils who may be at risk of harm. They pass on concerns promptly to leaders. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the delivery of the curriculum does not focus sufficiently well enough on supporting pupils to remember the most important knowledge. Checks on what pupils know and understand are sometimes not linked closely to what leaders expect pupils to learn. On occasions, pupils remember activities, rather than the underpinning knowledge needed for future learning. Leaders need to support teachers to implement the curriculum in a way that helps pupils to understand and recall key knowledge securely and over the long term.

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

Unique reference number	146413
Local authority	North Northamptonshire
Inspection number	10254737
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	Board of trustees
Chair of trust	Robin Thompson-Clarke
Headteacher	Dale Jukes
Website	www.warwickacademy.org/
Date of previous inspection	Not previously inspected

Information about this school

- The school joined Lion Academy Trust in September 2018. When its predecessor school, Warwick Academy, was last inspected by Ofsted, it was judged to require improvement.
- The headteacher was appointed in April 2022.
- The school makes use of one alternative provision.

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 the executive headteacher, the headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND and teaching and support staff.

- The inspectors carried out deep dives in reading, mathematics, science, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in other subjects.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- One inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector	His Majesty's Inspector
Adrian Rollins	Ofsted Inspector
Kyna Adkins	Ofsted Inspector

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