

Inspection of West Grantham Church of England Secondary Academy

The Avenue, Grantham NG31 7PX

Inspection dates: 23 and 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Clare Barber. This school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Moodie, and overseen by a board of trustees, chaired by Phil Blinston.

What is it like to attend this school?

This school provides outstanding pastoral care. Devoted staff work relentlessly to ensure that pupils are safe, in school and ready to learn. Pupils appreciate the care and love that they receive from staff. They describe the school as their 'oasis of trust and calm'.

The school has high expectations of pupils' behaviour and conduct. The behaviour policy is clear, consistently applied and well understood. Pupils' behaviour is exemplary. They are respectful, polite and considerate of others. They are an absolute credit to the school and to the community.

Bullying is not tolerated. Pupils trust that any concerns will be taken seriously and dealt with swiftly. Pupils value being part of a school community that they describe as 'welcoming and truly inclusive'.

Ambition is a key school value. Staff are determined to ensure that pupils achieve their potential. Every pupil receives many enrichment opportunities that extend their learning beyond the curriculum. They experience activities that they may not have previously had the opportunity to do. One pupil spoke for many when they said, 'I am so grateful to be part of West Grantham – it's a school in a million.'

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

The school's curriculum has been deliberately planned to ensure that pupils, including pupils with special educational needs and/or disabilities (SEND), succeed. The important knowledge is carefully structured. Pupils regularly revisit this knowledge so that they confidently recall their learning. A few subjects are in earlier stages of curriculum planning and implementation than others.

Assessment is used wisely to check pupils' understanding and to adapt learning. Teachers ask pupils carefully considered questions. They skilfully model their high expectations. Pupils appreciate that assessment is 'constant recap' and 'non-scary'. The work they produce reflects their detailed knowledge and skill.

Pupils learn in a pristine environment that they value and respect. Their work and considerable achievements are rightly celebrated and displayed.

The school is exceptionally ambitious for pupils with SEND. Pupils' needs are quickly identified. They receive skilful care and support from knowledgeable staff. In lessons, pupils' learning is appropriately adapted. Pupils with SEND experience the same curriculum as their peers and achieve well.

Reading is celebrated. The school's library is a positive and welcoming place that promotes a love of books. Pupils have many opportunities to read a range of authors and genres that encourage their imagination and develop their ability to engage in well-informed discussion and debate.

Pupils' reading ability is checked as soon as they enter the school. Pupils who have fallen behind their peers receive a comprehensive and successful programme of support to catch up.

The school goes to extraordinary lengths to ensure that pupils attend school regularly. Pupils and their families receive respectful care, guidance and support. It is humbling to see the lengths that the school will go to in order that pupils are in school, engaged in learning and safe. Attendance, including the attendance of the most vulnerable pupils, has improved.

A great deal of sensitivity, skill and care is shown to support pupils' social, emotional and mental health. Safe spaces and support services help to ensure that pupils feel happy and secure enough to learn.

Pupils benefit from a well-planned personal, social and health education curriculum. They are well informed about how to keep themselves healthy and safe. They speak confidently about issues such as consent and equality. Pupils are taught about the importance of a healthy diet and exercise. Pupils appreciate that the food on offer during the school day is thoughtfully planned, skilfully prepared, nutritious and of excellent quality.

The school provides effective careers guidance. Pupils are supported to make well-informed choices. Strong and very useful business links have been established in the community. These have enhanced the vocational curriculum. They have helped open pupils' eyes to the world of work.

The school is described as a 'family' by both staff and pupils. Staff are extremely proud to work at the school. They feel well led and supported.

West Grantham Church of England Secondary Academy is a good school. It serves its pupils with expert care, love and kindness.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum planning and implementation in a few curriculum areas are not as advanced as they are in others. This means that pupils do not secure the knowledge and skills that they could. The school must make sure that subject leadership is further developed and that all aspects of the curriculum are well planned and sequenced so that pupils achieve well across all subjects studied.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148433
Local authority	Lincolnshire
Inspection number	10288395
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	Board of trustees
Chair of trust	Phil Blinston
CEO of trust	Chris Moodie
Principal	Clare Barber
Website	www.wgacademy.org.uk
Date of previous inspection	Not previously inspected

■ Information about this school

- The school received a Statutory Inspection of Anglican and Methodist Schools (SIAMS) in March 2023.
- The school uses one unregistered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders. The lead inspector met with the chief executive officer, the chair of the local governing body and the trust's academy improvement director.
- Inspectors carried out deep dives in mathematics, history, science and English. As part of the deep dives, inspectors spoke with curriculum leaders to review the curriculum, visited lessons and considered pupils' work. They spoke with pupils and teachers. They also visited the library.
- Inspectors met with the subject leads for design and technology, hospitality and catering, and physical education. They reviewed the curriculum planning and pupils' work in these subjects.
- Inspectors held a series of meetings with leaders to discuss the school's attendance and safeguarding arrangements. They spoke with staff and pupils about safeguarding. They scrutinised a range of records relating to safeguarding, behaviour and attendance. An inspector visited the inclusion centre. She spoke with the attendance manager.
- Inspectors observed pupils' behaviour at different times of the school day, including the start and end of the day and at lunchtime and breaktime. They spoke with many pupils and staff.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and responses to the survey of school staff.

Inspection team

Jayne Ashman, lead inspector	His Majesty's Inspector
Clive Worrall	Ofsted Inspector
Teresa Roche	Ofsted Inspector

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