

# Wold Academy

Wold Road, Hull, HU5 5QG

## Inspection dates

24–25 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b>
Leadership and management		1
Behaviour and safety of pupils		1
Quality of teaching		1
Achievement of pupils		1
Early years provision		1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is outstanding. From below-average starting points, pupils make rapid and sustained progress in reading, writing and mathematics to reach standards that are above average by the end of Year 6.
- Much of the teaching is outstanding and never less than consistently good.
- Teachers plan exciting lessons that interest all of the pupils. Teachers create many opportunities for pupils to work together and to learn from research activities.
- Teaching assistants, and other adults, are used extremely well to support pupils' learning both in class and in small group activities outside the classroom.
- Pupils' behaviour is outstanding and contributes strongly to their excellent attitudes to learning. They are keen to learn and concentrate on their work exceptionally well. Pupils are highly industrious in their lessons.
- Children make exceptional progress in early years because of high-quality teaching and support from other adults. Excellent leadership has developed exceptionally strong teamwork. This results in the needs and abilities of all children being met extremely well.
- All pupils say that they are safe in the academy and enjoy being there. Parents are thrilled with the progress their children are making in the academy.
- Pupils are extremely punctual and very few are regularly absent. However, although improving, overall attendance is average.
- The Executive Principal's strong passion and ambition for all of the pupils to do well are known to all staff. Staff are clear about what is expected of them and support the leader's drive to continue to help all pupils fulfil their potential.
- The curriculum offers many exciting opportunities for learning with pupils taking part in many additional activities. It makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- Pupils are exceptionally well prepared for the next stage of their education. They have a strong sense of what is required for them to become good citizens.
- Leaders and managers, including subject leaders, have a very accurate view of how well the academy is doing. They check teaching very thoroughly and use their findings to continually improve its quality.
- Leaders and staff use high-quality assessment information to determine how well each pupil is doing. Swift action is taken to provide additional support for pupils who are not making at least good progress so they catch up quickly.
- Governors and the sponsor have had a powerful impact on the academy's rapid improvement. Their highly effective actions have ensured that the quality of teaching is outstanding and pupils are achieving exceptionally well.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons and in small groups outside of the classroom. Four observations were undertaken jointly with senior leaders.
- Inspectors spoke with two groups of pupils about their learning in lessons and their safety in the academy. They also listened to some pupils reading.
- Inspectors held meetings with the Chair of the Governing Body and three other governors. They also held meetings with senior leaders and other staff. Inspectors met with a representative of the sponsor and the academy’s advisor.
- Inspectors looked at the academy’s review of its own performance, its development and improvement plan, academy policies and the minutes of the governing body meetings. They also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils’ work in lessons and analysed samples of pupils’ books.
- Inspectors evaluated 51 responses from parents to the online questionnaire (Parent View). Inspectors also spoke to parents at the end of the academy day.
- Inspectors analysed 37 questionnaires completed by staff.

## Inspection team

James McGrath, Lead inspector	Additional Inspector
Paul Spray	Additional Inspector
Anthony Kingston	Additional Inspector

## Full report

### Information about this school

- Wold Academy is part of a multi-academy trust sponsored by the David Ross Education Trust. It became an academy on 1 October 2013. The academy is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils, those known to be eligible for the pupil premium, is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- Almost all pupils are White British. The vast majority of pupils speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Children in the early years receive part-time education in the Nursery. In the Reception class, they receive full-time education.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The Executive Principal took up her post on 27 January 2014 after a period of temporary leadership from 1 October 2013.
- In March 2015, the Executive Principal started to lead another academy, Ainthorpe Primary Academy, as well as the Wold Academy. She has the support of an Associate Principal to lead the Wold Academy.
- There have been significant changes in staffing since the start of the academy. Almost half the staff have been appointed since the opening of the academy.
- The Chair of the Governing Body is a national leader of governance.
- Work has started for the academy to move into a completely new building, on the same site, by April 2016.

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

- Ensure that leaders increase overall attendance so all pupils benefit every single day possible from the exceptional teaching and learning that is available in the academy.

## Inspection judgements

### The leadership and management are outstanding

- The Executive Principal's drive and ambition for the academy, coupled with her passion for all pupils to do well, make a major contribution to this outstanding academy. Both she, and the Associate Principal, have created a culture of high expectations and high aspirations in which staff and pupils are working towards academic and personal excellence.
- Senior leaders have shared responsibility for leadership amongst many highly skilled middle leaders. Subject leaders take charge of their areas and work with staff to make sure that teaching is never less than good. They make sure that all groups of pupils are making strong progress and attaining well.
- Razor sharp self-evaluation leads to an accurate view of the academy's performance. The academy improvement plan is a very clear, highly effective framework which sets out the intentions of the academy. Staff are unanimous in saying that they understand what the academy is trying to achieve. They are working towards the challenging success criteria in the plan. As a result of this strong commitment, the academy is moving forward at a swift pace.
- Procedures for checking the quality of teaching and learning are extremely detailed and refined. Performance management for teachers is used exceptionally well to identify the skills that teachers and leaders need to improve. A relentless focus on the quality of teaching has helped achievement become outstanding in all key stages, including the early years. Teaching assistants also benefit from a performance review system that enables them to receive high-quality training to increase their skills.
- Induction for new staff, particularly those who are newly-qualified teachers, enables them to settle into the routines of the academy and teach well. Newly qualified teachers are given opportunities to observe 'best practice' in the academy and to develop their skills swiftly.
- The curriculum is exceptionally effective as it provides many opportunities for pupils to learn extremely well. During the inspection, the Northern Ballet worked with pupils and an assembly was led by the Hull City Sports Liaison Officer about attitude. Pupils are highly appreciative of the impressive range of extra activities that are developing a love of learning across the academy.
- The primary school sports funding is spent very effectively to extend pupils' sporting skills and many take part in a wide range of activities. The academy provides a wide range of sporting challenges. Inspectors saw pupils enjoying sport at lunchtime and working exceptionally well with a sports coach and their teachers to develop throwing and catching skills. These activities contribute significantly to pupils' health and well-being.
- Pupils' spiritual, moral, social and cultural development is exceptionally strong. They show the greatest respect for people's different faiths, feelings and values. There are many examples of pupils' high-quality art work around the academy and outstanding teaching in religious education. For example, pupils in Year 5 displayed considerable knowledge of the religious beliefs of Sikhs. Also, their outstanding behaviours and respect are indications of strong moral and social understanding.
- The academy has a highly developed programme to ensure that pupils are exceptionally well prepared to take their place in modern Britain and become good citizens. For example, pupils vote for their academy council and the governing body involves 'young governors', pupils from the academy, to work with them. Diversity is celebrated in the academy and pupils know that discrimination of any kind is not tolerated. Excellent relationships are fostered between pupils and with staff.
- The impact of the use of the pupil premium, additional government funding for disadvantaged pupils, is exceptionally strong. It enables disadvantaged pupils to participate in all aspects of academy life and the timely actions taken to support these pupils, both inside and outside the classroom are impressive. The achievement of all groups of pupils, including disadvantaged pupils, is checked regularly. Bespoke programmes are planned for some pupils to help them catch up and do better. This work is an exceptional example of the academy's commitment to equality of opportunity for all.
- The academy has developed strong partnerships across the Academy Trust. It is using its leadership and teaching expertise to support developments in other academies. Subject leaders are working with eight other academies to support developments in teaching and raising achievement. Partnerships with parents are exceptionally strong, particularly in early years. Parents told inspectors that, 'The academy is fantastic.'
- Leaders work extremely well with other agencies to ensure the most vulnerable pupils are cared for well and supported. Governors rigorously check the academy's safeguarding and child protection procedures to ensure they are extremely effective. They make sure that statutory requirements for safeguarding are met. The academy's excellent leadership of safety and safeguarding is shared with other academies in the Academy Trust.

- The work of the sponsor has had a huge impact on the rapid development of the academy. In a relatively short period of time, the academy has been transformed into an exceptionally high-quality educational establishment. The Director of Education for the Trust and his advisory colleagues thoroughly check how well the academy is doing. They have worked closely with senior leaders and governors to broker support from other academies so that teaching is of the highest quality and pupils' achievement is outstanding.
- **The governance of the school:**
  - Governors are exceptionally effective. They have taken steps to ensure that outstanding leadership has been in place since the opening of the academy. Governors have an impressive understanding of the academy's work and 'first-hand' knowledge of the quality of teaching. They are very clear about how all groups of pupils are achieving in comparison to other schools nationally. Governors have approved the very effective use of the additional government funding for disadvantaged pupils. They know that attainment gaps are closing and standards are rising. Governors have a very clear understanding and commitment to the personal development of all pupils and check that they are well prepared for life in modern Britain.
  - Governors make a strong contribution to determining the academy's priorities as well as planning for the new building. They are supportive as well as being challenging. They have successfully sought additional funding from the Academy Trust to provide excellent additional support for pupils and to employ highly skilled teachers and leaders. They have thorough procedures for checking the finances of the academy and link the performance management system for teachers rigorously to pay progression.
  - The governing body regularly reviews its skills and evaluates its performance. The Chair of the Governing Body is highly skilled and is a national leader of governance.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils have outstanding attitudes to learning. Concentration in lessons can be amazing and pupils often work in silence as they strive to complete work of a high standard. When necessary, pupils enter into meaningful discussion to clarify ideas.
- Pupils are curious and exceptionally interested in their learning because of the outstanding teaching they receive. Right from their early years in the academy pupils are very confident and very much at ease with adults.
- Pupils' behaviour outside lessons is impeccable. They are polite and treat each other with great respect and great dignity. Displays of pupils work and the exciting visits they have taken part in are treated with the greatest respect and make a significant contribution to an outstanding environment for learning.
- Pupils are highly sociable and play extremely well together. At breaks and lunchtimes they are very active and enjoy team games on their expansive playground and field.
- Pupils know what is expected of them. Younger pupils told inspectors that, 'Older pupils look after us; they are a really good example to everyone.'
- Attendance has improved since the opening of the academy. At present, it is average with very few persistent absentees. The academy provides extra support for those who have been absent so they do not fall behind. No particular group of pupils is absent more than any other, but strategies to raise attendance have not secured higher attendance rates. The academy's 'young governors', pupils who directly work with the governing body, have been asked to suggest ways in which attendance might be improved.

### Safety

- The academy's work to keep pupils safe and secure is outstanding.
- Child protection procedures are extremely thorough. Staff are highly skilled and work closely with external agencies to ensure that the most vulnerable pupils are safe. Staff are vigilant and tenacious in ensuring that all children are kept safe. The academy's parent liaison officer checks immediately with parents of children who are absent to ensure they are safe and secure.
- All pupils said they were safe in the academy and know all of the various forms of bullying. Older pupils said bullying has 'almost disappeared'; the younger pupils were adamant that there was not any bullying. Younger pupils said, 'Why would we want to hurt our friends; everyone is our friend.' Should bullying occur pupils are confident that it is dealt with immediately. Academy records show it is exceptionally rare.
- The academy educates pupils very well in assessing risk and pupils have a clear understanding of how to keep themselves and others safe. Links with the police department, the fire brigade, cycling proficiency

and road safety ensure that pupils of all ages know how to stay safe and avoid unnecessary risk.

- Pupils have a very clear understanding of internet safety. This is promoted through computing lessons, personal and social education and poster campaigns. Safety is reinforced extremely well when pupils are regularly using computers in their work.
- Parents and staff are overwhelmingly confident that children are safe and happy at the academy.

### **The quality of teaching** is outstanding

- Teaching is sharply focused on achieving high-quality learning. Pupils know exactly what is expected of them and are keen to meet the very high expectations of their teachers. As a result pupils are making outstanding progress across the academy.
- Teachers plan exciting lessons that interest and motivate pupils. Pupils enjoy the opportunities for independent learning and research. For example, in a Year 4 lesson pupils had researched the work of the Norwegian explorer Roald Amundsen. All pupils were engrossed in producing high-quality writing about his life and sharing their ideas about his work. The teacher's excellent subject knowledge helped pupils to link their writing to their geographical understanding of the Polar Regions and Norway. As a result all pupils made excellent progress with their work.
- Excellent questioning skills and high expectations lead to pupils providing extended answers, which include precise use of high-quality vocabulary. This helps pupils and children in early years to develop their communication skills exceptionally well. Teachers use pupils' answers to prompt discussion and deepen the understanding of all pupils.
- Work is very closely matched to pupils' needs and abilities and builds rapidly on what pupils already know and are able to do. Explanations of what has to be done are exceptionally clear. Pupils are set to work quickly and this allows teachers to swiftly check how well each pupil is doing. If necessary, teachers prompt pupils or add further challenge so that all pupils make strong progress in learning.
- High expectations of all pupils means that they know that nothing but their best will do. Thorough marking provides pupils with very clear advice about what needs to be improved. Pupils routinely respond to the advice and play a big part in making sure their progress is outstanding. High-quality handwriting and presentation with rigorous mathematical 'setting out' are the norm throughout the academy.
- Teaching assistants' excellent subject knowledge means that they offer support to the full range of abilities, as well as those with disabilities and special educational needs. Outside the classroom, teaching assistants and additional teachers work with small groups of pupils to help them catch up. Work is exceptionally well planned and skilfully taught using a wide range of resources, such as computers. Pupils are highly interested, cooperate exceptionally well and are making very strong progress.
- The teaching of mathematics, reading and writing is outstanding. There are many opportunities for pupils to develop their reading, writing and mathematical skills across a wide range of subjects. Reading and writing is of a high standard with mathematical problem solving also contributing to pupils' reading and comprehension skills.
- A prominent feature of lessons seen during the inspection was pupils' obvious love of learning and their desire to do well.

### **The achievement of pupils** is outstanding

- Pupils' progress is outstanding in each key stage. Pupils' rapid progress, from their starting points, ensure they reach above-average standards in each subject by the end of both Key Stages 1 and 2. Children in the early years are also making exceptional progress to gain skills that are above those typically found nationally.
- Pupils are achieving extremely well in Key Stage 1. Standards in reading, writing and mathematics have improved in 2015 to be above those expected for age. The proportion of pupils achieving the highest level, Level 3, in reading, writing and mathematics is well-above average.
- At Key Stage 2, the progress pupils are making from their starting points is exceptional. It is better than in 2014, when overall progress by the end of Year 6 was in the top 25% of schools in the country. All pupils make at least expected progress in writing and almost all do so in reading and mathematics. High proportions of pupils exceed expected progress in reading, writing and mathematics.
- Standards at the end of Key Stage 2 are above average with the proportions attaining the highest levels in reading, writing and mathematics being above average. Some pupils excel and reach the very highest attainment possible for their age in mathematics and reading. Standards in English Grammar, punctuation

and spelling are above average and this is supporting pupils' excellent writing skills very well indeed.

- The most able pupils make very strong progress and attain better than similar pupils in other schools, particularly in mathematics. They achieve so well because of the high expectations their teachers have of them and their strong attitudes to learning.
- Disabled pupils and those who have special educational needs are making consistently good progress and some are making even better progress. Work for these pupils is well planned to match their needs and abilities. The excellent checking system for measuring pupils' achievements is used exceptionally well by leaders to provide additional support for these pupils.
- Disadvantaged pupils are making exceptional progress owing to the powerful additional support they receive. They make considerably better progress than others nationally, especially in writing. In 2014, their progress was not as strong as others in school although it compared favourably with other pupils nationally. Although this cohort of pupils received strong support, they had too little time to catch up on their peers. Therefore, in 2014, disadvantaged pupils were almost three terms behind others in the academy in reading, writing and mathematics because of their much lower starting points. They were almost two terms behind others nationally in reading, writing and mathematics.
- An analysis of the work of disadvantaged pupils across the academy confirms that they are making excellent progress; gaps in attainment have been closed and standards are high.
- An analysis of pupils' work shows that their presentation skills are exceptionally high across the many subjects they study and progress is impressive. High expectations are the norm in the academy and pupils rise to the high level of challenge given to them. As a result, achievement has improved rapidly and continues to do so.
- Pupils read widely and often to a high standard. By the end of Year 6, they have an exceptionally strong understanding of what they are reading. Pupils, without being prompted, discussed in depth moral issues and matters of equality of opportunity from the text they were reading. Pupils said that, 'Reading takes you into a completely different world where you can create characters and pictures in your mind.' In the most recent screening check for reading at the end of Year 1, pupils' skills in linking letters and sounds to read words were well above those expected nationally. Inspectors found that younger pupils in Year 2 were enthralled by what they were reading. Parents are advised well by the academy about how to support reading and they listen regularly to their children. Pupils enthuse about the joy of reading.

### The early years provision

### is outstanding

- The overwhelming majority of children enter nursery with skills that are below those typical for their age. Children are least skilled in using speaking, listening, reading, writing and their personal and social development. Children make outstanding progress in nursery because of leaders' high expectations of the children and staff. Routines for learning are communicated very clearly and sensitively to children and parents. This contributes strongly to a calm learning environment in which children work extremely well.
- On entry to the Reception class children have skills that are closer to those typical for their age and have strong attitudes to learning, which have been established in the nursery. By the end of the Reception Year, there is now a high proportion of children reaching a good level of development, with some exceeding that.
- From starting points that are below those found typically, children make outstanding progress in early years and are exceptionally well prepared for their next stage in education.
- Enthusiastic teaching brings learning to life for the children. Teachers and their assistants build exceptionally well on children's prior understanding. This outstanding teaching meets the needs and abilities of all children. There are exciting opportunities for children to engage with creative and imaginative activities. For example, in the role play area children were taking turns at being an ice-cream vendor and customers, each counting out money and checking change. Learning is meticulously checked to support the next stage in children's development. High-quality questioning skills develop children's vocabulary. Children are keen to answer and they are given sufficient time to respond at length to improve their communication skills.
- The calm, purposeful environment and the interesting work, covering all of the areas of learning, help children to develop exceptionally strong attitudes to learning. Children select purposeful activities for themselves and are well guided and supported by adults. Good use of computers help children develop their reading and mathematical skills well. Children's writing skills develop very well and are linked imaginatively to the teaching of sounds and letters to help children read. Children's work in writing and mathematics is valued, celebrated and displayed well. Children were proud to show their good writing and how they use computers to help them learn mathematical skills.

- Leadership is outstanding. The leader has a clear overview of the provision's strengths and guides staff exceptionally well to ensure that children 'aspire to be the best they can be'. She and the staff have brought about significant change to make sure children's skills are assessed thoroughly and accurately. As a result, she ensures that adults are well deployed to support all children in making exceptional progress.
- Disadvantaged children make the same strong progress as others and achieve equally well. The few disabled children and those who have special educational needs make the same strong progress as others.
- Parents are strongly encouraged to be equal partners in their children's learning. Many make a significant contribution to children's 'learning journals' and a high proportion attend workshops to be able to support their children's learning at home.
- The curriculum is rich and exciting with many opportunities for children to investigate and learn for themselves both indoors and out. For example, children enjoyed working together in the 'car wash'. They were dealing with customers and this made the learning real and purposeful. They had to decide on the level of service required, such as 'a wash' or 'a wash and wax'. The curriculum provides many creative and imaginative opportunities for children to develop their spiritual, moral, social and cultural understanding.
- Children are extremely safe and happy because of the secure procedures that exist in the early years for children's welfare and safeguarding. Staff 'go the extra mile', say parents, to keep their children safe. Behaviour is outstanding as children have highly positive attitudes to learning and support each other in their play.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	139968
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	450070

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	572
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Sturt
<b>Executive Principal</b>	Leah Charlesworth
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01482353259
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