

Winifred Holtby Academy

Midmere Avenue, Leads Road, Bransholme, Hull HU7 4PW

Inspection dates

28–29 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' achievement over time has not been good enough. By Year 11, attainment is below average. The progress of current pupils currently remains inconsistent in mathematics and science.
- The quality of teaching varies too much within and across subjects. Although standards are rising, the achievement of disadvantaged pupils and of the most able is not improving as quickly as that of other pupils.
- Teaching is not routinely challenging enough. It does not encourage pupils to think deeply about their learning and work is not sufficiently well matched to the different abilities of pupils.
- Academic targets set for pupils are not used effectively in the classroom. Pupils are often unaware of their targets and some teachers are not confident about using them.
- Leaders have not been sufficiently evaluative in reaching an accurate understanding of the school's priorities for improvement. They have not checked carefully on the impact of pupil premium expenditure.
- The school's curriculum does not currently ensure that sufficient time is spent on the teaching of key subjects. This is being addressed through a new curriculum model which will be in place from September 2017.
- The attendance of disadvantaged pupils has not improved at the same rate as it has for other pupils. Strategies to improve their attendance lack rigour and precision.
- Boys do not show the same enthusiasm and willingness to learn as girls. This results in some low-level disruption, particularly where teaching lacks challenge and pace.

The school has the following strengths

- The principal and wider leadership team have created a positive learning environment, which makes a strong contribution to pupils' confidence and enjoyment. Expectations of staff and pupils have been raised. The capacity to further improve the school is growing.
- The school's work to develop pupils' spiritual, moral, social and cultural education is good. Pupils are well cared for. They know how to stay safe, both inside and outside school.
- Pupils who have special educational needs and/or disabilities make good progress and are well supported by highly committed professionals.
- The quality of teaching in English and humanities has improved and is now good. Pupils are making good progress as a result. The quality of physical education (PE) is strong.

Full report

What does the school need to do to improve further?

- Improve leadership and management, including governance, by:
 - ensuring that the monitoring of teaching considers fully the progress of all pupils
 - embedding greater rigour and challenge in teaching across the curriculum and ensuring that pupils are given more time to study key subjects
 - making sure that pupils from disadvantaged backgrounds and the most able pupils make faster progress as a result of well-targeted funding and more rigorous tracking of their performance
 - making sure that teachers use information about how well pupils are doing effectively when planning learning and that pupils are aware of their targets
 - governors evaluating much more robustly the impact of actions taken by senior and middle leaders on raising pupils' achievement in order to hold them rigorously to account.
- Improve teaching, particularly in mathematics and science, so that it is consistently good by ensuring that teachers:
 - have high expectations of all pupils, including of boys' attitudes to learning
 - plan and provide work that appropriately challenges pupils of all abilities.
- Improve outcomes for pupils, including the most able and those from disadvantaged backgrounds, through ensuring that teachers:
 - recognise the importance of carefully planning to make sure that all pupils have the opportunity to secure the highest levels in examinations.
- Improve attendance so that it is at least in line with the national average by:
 - building on recently introduced strategies aimed at reducing absence, particularly for disadvantaged pupils.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders, including governors, have not been successful in ensuring that teaching improves so that it is good and that pupils make consistently good progress. Consequently, pupils lag behind their peers nationally in important subjects, such as mathematics and science.
- The principal has established a clear vision for school improvement and brings a rigorous determination to ensure that the school becomes a good school. He has raised the expectations of both staff and pupils who respect the integrity and openness with which he leads the school.
- Leaders have identified and prioritised many of the areas that needed to improve, particularly pupils' behaviour, literacy and numeracy skills, and the quality of teaching in key subjects. Their actions have been effective in improving teaching and outcomes in English and humanities, but less so in mathematics and science, where inconsistency in the quality of teaching remains.
- The school has, rightly, secured high-quality external support and partnership from the Hesse Foundation Trust. This is already playing an important role in raising standards.
- Leaders have been slow to establish a well-balanced curriculum which places sufficient emphasis on key subject areas. Planning for the curriculum has been reactive and has not been centred on ensuring that all pupils enjoy an equal opportunity to succeed academically. Despite this, the curriculum does have areas of strength, including the delivery of literacy and numeracy, pupils' spiritual, moral, social and cultural education, and the well-planned provision for pupils who have special educational needs and/or disabilities.
- Overall, middle leadership is now much more effective in its impact on teaching and achievement. Although a high proportion of middle leaders are new to the school, they have brought an exciting energy to the process of school improvement and there is a growing capacity within this team to move the school forward.
- Leaders have introduced new systems for setting targets for pupils and tracking their progress. These have not yet been effective in raising achievement as teachers and pupils do not fully understand the targets that are set and how those targets are generated. This has been a key reason why most-able pupils do not do well enough.
- In recent years, the progress of disadvantaged pupils has been poor when compared with the progress of other pupils nationally. Leaders and governors have been slow in their response to this and have not evaluated effectively the use and impact of pupil premium funding.
- Leaders ensure that the Year 7 catch-up funding is used effectively to raise standards of literacy and numeracy for those pupils arriving in the school with lower than average attainment in English, mathematics or both subjects.
- The identification and support of pupils who have special educational needs and/or disabilities are robust and ensure that they make good progress.

- Most staff feel proud about working in the school. They welcome the recent opportunities for training and professional development. Teachers who are new to the school spoke highly of the quality of their induction and support.
- Leaders use funding for alternative provision well. Leaders monitor the impact of provision carefully. This has helped to reduce significantly the number of pupils who are at risk of not being in education, training or employment.
- The principal has ensured that the management of teachers' performance is robust. There is no shying away from making difficult decisions. Teachers, including those new to the profession, are clear that they feel well supported and that the support on offer and the training provided are helping to improve their teaching and leadership.
- Leaders have had a direct impact on improving the personal development and welfare of pupils. This is evidenced through pupil feedback and through the reduction in the number of exclusions and behaviour incidents at the school.
- The school provides very good opportunities for pupils to develop their spiritual, moral, social and cultural understanding in a variety of ways. This includes assemblies, learning guidance and personal, social and health education. Pupils, particularly at key stage 3, value the range of trips they have had to promote their cultural development. Pupils are very well-balanced individuals, prepared for life in modern Britain.

Governance of the school

- Governance has changed considerably since the previous inspection and, in its most recent work, there is a greater degree of analysis when looking at information provided by the school. This has not been the case up until very recently. There is clear evidence in the record of governing body meetings that governors have not challenged leaders effectively enough regarding the performance of key groups in the school, including in the previous academic year. As a consequence, pupils from disadvantaged backgrounds and the most able pupils have continued to underperform.
- Governors are now beginning to hold school leaders to account more effectively, and this includes more robust systems for managing the performance of staff.
- Despite these recent improvements, it is still not always clear how governors follow up on their discussions and revisit the impact of school leaders' work in subsequent meetings or visits. This includes reviewing the impact of pupil premium expenditure.
- Governors have welcomed external support for the school, including working with a local high-performing school in a manner which is helping to improve strategic partnership and the work of the governing body itself.
- Governors check the school's website to ensure that it contains the information required and provides good access to useful information for parents.
- Governors ensure that safeguarding arrangements are effective through regular checks with the school's designated safeguarding lead.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils told inspectors that they felt safe in the school and that there are people they could go to if they had a problem or a concern. They were able to discuss the actions they could take to stay safe online. Pupils were particularly praising of the school's work around the prevention of bullying.
- All staff are aware of their role in ensuring pupils' safety and welfare. Records show that they have received high-quality safeguarding training and that child protection policies are clear and understood by all staff.
- Processes and procedures for the recruitment of staff are compliant with current legislation.
- School leaders carefully follow required protocols in dealing with any pupils who attend or leave the school during the academic year or who undertake any education in alternative provision. The school's care and support for vulnerable pupils is very effective.

Quality of teaching, learning and assessment

Requires improvement

- Teaching does not routinely challenge pupils of all abilities in their learning or ensure that pupils have to think at a deep enough level. Pupils told inspectors that work is often too easy, including at key stage 3 where they felt there is repetition of work that they did at primary school.
- Teachers do not have high enough expectations of what pupils are capable of achieving. This holds back pupils' progress, particularly of the most able pupils, those from disadvantaged backgrounds and boys, who do not always show good attitudes to learning as a result.
- The quality of teaching and learning is not consistently good enough across many subjects. Although there are clear strengths in the teaching of English, humanities and PE, the teaching in mathematics and science, in particular, is too variable. The teaching of information and communication technology (ICT) is poor.
- Teachers' assessments of pupils' progress lack precision and are not comprehensive enough to enable them to identify pupils who are at risk of falling behind. Support for these pupils is, therefore, not put in place quickly enough to help them catch up.
- Support for pupils who have special educational needs and/or disabilities is good across the curriculum. Teachers ensure that tasks are at the right level for these pupils.
- Pupils' literacy and numeracy skills are developed well across the curriculum. Teachers systematically develop these skills in lessons and the school's reading programme at key stage 3 is well planned and effectively implemented.
- Across the various curriculum subjects, teachers are placing an increasingly good emphasis on systematically developing pupils' literacy and numeracy skills. This is paying off. The key stage 3 reading programme is well planned and effectively

implemented.

- Some teachers display excellent subject knowledge and, as a consequence, pupils are fully involved in learning. Resources are used well to stimulate discussion and deepen understanding.
- Teaching is encouraging pupils to take more pride in their work and achievements. These higher expectations are understood by all pupils. This is an important emerging strength in the school's work.
- Teachers use praise and encouragement well to motivate pupils and there is a strong culture of celebration throughout the school.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Some pupils have not reached a level of personal development where they take responsibility for their own learning and reflect on the impact of their attitude towards learning on others, as well as themselves. This is more prevalent with boys.
- Pupils benefit from very effective careers information, advice and guidance. Pupils, for example those currently in Year 9, feel well supported during the options process at the end of Year 8. There is an extensive range of well-planned opportunities for pupils to learn about careers and life beyond the school.
- The school's very effective work with vulnerable pupils, including its use of alternative provision, has significantly reduced the number of pupils at risk of not being in education, training or employment. Pupils who attend alternative provision are well supported to make good progress on the courses they are studying.
- The school's work on educating pupils on how to stay safe is very effective. Pupils report that they are aware of the different types of bullying and that the school's systems are supportive. School leaders track and monitor incidents carefully. School records show that incidents of bullying are rare, and this was confirmed in inspectors' discussions with pupils.
- Pupils feel safe in the school and know how to keep themselves safe, including in their use of technology and social media. The culture of the school is one where staff report any issues quickly, and these issues are taken seriously. The school has an increasingly strong sense of community.
- Pupils' personal development is enhanced by the extensive programme of extra-curricular opportunities available to them. Pupils are particularly appreciative of the wide range of sporting activities on offer and speak with passion about how much they benefit and learn from those opportunities.
- The school site is very well kept. It is secure and well supervised. Pupils respect the learning environment which is free from graffiti and litter.

Behaviour

- The behaviour of pupils requires improvement.
- Some pupils, particularly boys, have not developed sufficiently positive attitudes to learning. When learning activities requires pupils to work on their own or in groups, boys, in particular, become chatty and lose focus. When teaching lacks challenge and expectation, the poor attitudes of some boys remains unchallenged.
- Low-level disruption in lessons too often prevents pupils from making the progress they should. This is particularly the case in mathematics, science and ICT. Pupils say that behaviour in class varies, depending on the teacher. They find the disruption of their lessons frustrating.
- In some classes, pupils' behaviour is more positive because teaching ensures that they are interested and challenged by their work, and able to focus more effectively.
- The use of derogatory language is rare in lessons and around the school. At breaktime, pupils are respectful to staff and to their peers.
- Movement between lessons is purposeful. Inspectors found that a small minority of pupils arrive late to lessons. Leaders are working to reduce this by monitoring repeated offenders.
- Uniform standards are high. Pupils look smart and are polite and friendly.
- Attendance remains below the national average and the proportion of pupils who are regularly absent is above average, particularly disadvantaged pupils. Staff are applying new strategies to reduce poor attendance, but their impact so far has been limited.
- The level of fixed-term exclusions is high compared to the national average. This is because exclusions are being used as part of a combination of strategies aimed at raising expectations of behaviour. However, the number of fixed-term exclusions has fallen significantly since the previous inspection. Pupils agree that behaviour has improved significantly in the last two years.

Outcomes for pupils

Requires improvement

- Pupils arrive at the school with skills that are at least in line with other pupils nationally. Outcomes for Year 11 in 2016 show that pupils did not achieve as well as they should across most subjects, including in English, mathematics and science. The proportion of pupils gaining a grade C or higher in English and mathematics was below the national average for pupils with middle- and higher-ability starting points.
- The achievement of disadvantaged pupils from middle- and higher-ability starting points across almost all subjects was much lower than similar groups of pupils nationally. Leaders have not ensured that funding to support these pupils has been used effectively.
- In Year 11 in 2016, the most able pupils made too little progress from their starting points. This was the case overall and in English, mathematics, science and humanities. The most able disadvantaged pupils also did not achieve as well as their peers

nationally.

- Lower-ability pupils and those with special educational needs and/or disabilities in Year 11 in 2016 made better progress, which was consistent with their peers nationally. Effective support for current pupils who have special educational needs and/or disabilities ensures that this group of pupils achieve well.
- Leaders are able to demonstrate that pupils are well prepared for the next steps in their education, including in promoting their independence and self-esteem.
- The inspection team looked carefully at the school's current prediction of outcomes for 2017 and beyond, which show that pupils are now making much better progress than has been the case up to and including 2016. There was strong evidence that the quality of pupils' work matched the school and subject leaders' evaluations of their current progress. This includes improvement in performance for disadvantaged pupils and the more able. While there continue to be some variations in the quality of teaching and its impact on progress, current pupils are making gains in their subject knowledge, skills and understanding. This includes younger pupils whose progress is now being prioritised by the school.
- School data and inspection evidence, including the quality of work seen in pupils' books, show that, across the school, pupils are now making much better progress and standards are on the up, particularly in English. Improvement is evident in the performance of groups of pupils, including disadvantaged pupils and the most able. Current pupils are making better gains in their subject knowledge, skills and understanding. Despite this, pupils' achievement still requires further improvement. Variations in the quality of teaching, especially in mathematics and science, continue to impact on pupils' progress.
- A small number of pupils attend alternative provision so that their specific needs can be met. This is well monitored by staff. Pupils attend regularly, behave well and make good progress.

School details

Unique reference number	139629
Local authority	Kingston upon Hull City of
Inspection number	10032004

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1318
Appropriate authority	The governing body
Chair	Sam Whitaker
Principal	Mark Brown
Telephone number	01482 826207
Website	www.winifredholtbyacademy.co.uk
Email address	MBrown@winifredholtbyacademy.co.uk
Date of previous inspection	24–25 March 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is much larger than the averaged-sized secondary school.
- The vast majority of pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average. A higher than average proportion of pupils have an

education, health and care plan compared to the national average.

- The school has entered into a strategic partnership with a local, high-performing school.
- The school uses two alternative providers for a small number of pupils, Aspire and Local Works.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed pupils' learning in a wide range of lessons. Several of these visits were undertaken jointly with school leaders. Inspectors looked extensively at pupils' work in books.
- Meetings were held with senior and middle leaders to evaluate the impact of their work. Meetings were also held with members of the governing body, staff and different groups of pupils. Telephone discussions took place between an inspector and those providing external support to the school.
- The inspection team took account of replies in the staff survey as well as the 25 replies to Parent View, Ofsted's questionnaire. Inspectors took account of a variety of school surveys from parents and pupils, including surveys that related to the impact of initiatives implemented by the school.
- Inspectors scrutinised a range of school documentation, including the school's development plan, information on current pupils' attainment and progress, and records relating to safeguarding, pupils' behaviour and attendance. Inspectors examined a range of case studies provided by the school.

Inspection team

John Townsley, lead inspector	Ofsted Inspector
Elizabeth Cresswell	Ofsted Inspector
Catherine Garrett	Ofsted Inspector
Gordon Watts	Ofsted Inspector
Gina White	Her Majesty's Inspector

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