

# Inspection of Welland Academy

Scalford Drive, Peterborough, Cambridgeshire PE1 4TR

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Inspection dates: 13–14 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection **Good**

## **What is it like to attend this school?**

Welland Academy is a happy school. Pupils enjoy learning and being with their teachers. Pupils feel safe and know that there are adults at school that they can speak with if they have any worries or concerns. Parents agree that their children are well cared for. One parent said, 'The children are always greeted in the morning with a warm smile by school staff.'

Leaders want the best for all pupils and they set high expectations. Pupils know exactly how they are expected to behave. They agree that bullying is rare. Pupils are able to learn because most pupils behave well. Leaders and staff act quickly to support and improve pupils' behaviour when it is needed.

Pupils at Welland have many opportunities to develop their confidence. Pupils represent the school in sporting competitions and perform in musical events. They take part in assemblies and residential trips. Pupils are proud to be House Captains and members of the School Council. The school provides pupils with a wide range of experiences to broaden their horizons.

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

The principal has built an effective team of staff who work well together. The academy trust provides good support to the school. All leaders talk of their strong moral purpose in working very hard to help all pupils achieve and to aim high in everything they do. Staff access high-quality training within the trust. The advisory council helps the school to have positive links with the local community. The school has a very strong sense of its own identity.

The curriculum is well planned. Leaders know what they want pupils to learn. Pupils are able to build on knowledge and skills because teachers understand how to put together sequences of lessons. Leaders ensure that the curriculum provides pupils with rich experiences in many different subjects. These contribute strongly to pupils' personal development. Leaders are aware that a small number of subjects, such as design technology, are less well developed. Pupils make less progress in these subjects because the curriculum is less well thought through.

Teachers provide many opportunities for pupils to develop their reading skills every day. Reading areas are attractive and cosy and there is a wide range of books for pupils to read. Teachers make good use of books to link subjects together. This makes learning purposeful. Pupils who fall behind do not catch up as quickly as they should. Teachers do not always make sure that the books that these pupils read match their reading ability.

Pupils write well across many different subjects. They enjoy using their 'author sketch books' which help them to practise skills before writing at length. Pupils speak knowledgeably about grammar rules and punctuation. They take pride in their written work.

Leaders have improved the mathematics curriculum. Pupils often learn new mathematical concepts by talking, drawing, building and writing. Pupils enjoy mathematics and can remember facts that they learnt before. Their work is of a good quality. However, staff do not always use questions well enough to help more-able pupils to think more deeply about mathematics.

Leaders support pupils with special educational needs and/or disabilities (SEND) very well. Leaders make sure that they access extra help for these pupils when it is needed. Learning mentors and specialist staff help pupils with SEND to enjoy their learning and to feel happy and confident at school.

Children in the early years make a good start to their education. This is because staff understand the children's needs very well. Staff plan the curriculum to develop children's language skills and confidence. Activities are often linked to story books. For example, we saw children in the outdoor area experimenting with melting ice after listening to the story 'Penguin'.

Pupils show good attitudes to equality and diversity. They are proud of their school's values of kindness, bravery, patience, honesty, curiosity, independence, resilience and confidence. Pupils are well prepared for their future in modern Britain.

Staff feel well supported, including those who are new to the profession. Leaders are considerate of teachers' workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are very aware of how to keep pupils safe and of issues in the local area. Leaders train staff well. Staff understand the school's safeguarding procedures. Leaders record any concerns about pupils meticulously and they act quickly in the best interests of pupils.

The attendance officer works closely with the safeguarding leaders. This ensures that safeguarding is always considered when pupils are absent from school.

Leaders carry out thorough checks to make sure that all adults in school are suitable to work with children. The trust oversees the checks and ensures compliance with legal requirements.

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

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

- Children in the early years do not have access to enough phonically decodable books. Leaders have taken steps to address this and now need to ensure that the

books given to pupils who are learning to read are always well matched to their phonics knowledge, and later, to their overall reading ability.

- Adults do not always use questioning effectively to develop pupils' learning. The school needs to ensure that teachers' questions help pupils, including the most able, to extend and deepen their knowledge and skills in reading, writing and mathematics.
- The quality of education in music and design technology is less well developed than in other subjects. This needs to be addressed so that the curriculum has as much impact on pupils' progress in these subjects as it does in others.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	140043
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10110327
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	407
<b>Appropriate authority</b>	Greenwood Academies Trust
<b>Chair of trust</b>	Mike Hamlin
<b>Principal</b>	Joanna Anderson
<b>Website</b>	<a href="http://www.wellandacademy.org">www.wellandacademy.org</a>
<b>Date of previous inspection</b>	13–14 July 2015

## Information about this school

- The principal was appointed in September 2016.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the principal, the deputy principal (who is also the special educational needs coordinator), the two assistant principals, curriculum leaders and other staff. We met with members of the academy advisory council and representatives of the multi-academy trust.
- We spoke with pupils to gather their views of school. Additionally, the 24 responses to the online questionnaire for pupils were considered. We observed pupils' behaviour at playtime and lunchtime and visited the after-school club.
- The lead inspector looked at the 15 responses to Ofsted's online questionnaire, Parent View, as well as the 15 free-text responses.
- We heard pupils read and visited phonics lessons and guided reading sessions.

- We scrutinised a wide range of documents, including those related to curriculum planning and development, safeguarding, behaviour, attendance, exclusions, the school's evaluation of its own performance and the school's development plan.
- We looked in detail at six subjects – reading, writing, mathematics, music, physical education and science. We observed lessons in these subjects, sometimes with school leaders. We also met with teachers, curriculum leaders and pupils, and looked at a sample of pupils' work in these subjects. We checked the curriculum provision in other subject areas during the second day of the inspection.

### **Inspection team**

Victoria Penty, lead inspector	Ofsted Inspector
Joseph Figg	Ofsted Inspector
James Dyke	Ofsted Inspector

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