

Inspection of John Whitgift Academy

Crosland Road, Grimsby, Lincolnshire DN37 9EH

Inspection dates: 30–31 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a small and growing school where pupils and teachers know each other extremely well. As a result, their support and care for each other are excellent.

Pupils trust the teachers and adults in the school and they say there are many people they can talk to if they have any worries or concerns. Bullying is not accepted and pupils are confident that any bullying will always be dealt with. Pupils are safe.

A strength of the school is the number of trips and activities offered to pupils. These include sport, music and a science club that gets pupils involved in flying at a local glider school. There are trips to the theatre and universities, which the pupils say are informing their future career choices.

Leaders have very high expectations for pupils. Led by the principal's open and positive approach, good teamwork is seen in every aspect of the school. Leaders at all levels are fiercely determined that all the pupils will do well, regardless of ability or background.

Pupils attend regularly and arrive promptly because they enjoy school. The school is calm and well ordered. Pupils behave well in lessons because they are interested and engaged in their learning. As a result, all pupils achieve to the best of their ability.

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

The school has improved hugely since it was last inspected. Pupils achieve well in a wide range of subjects. This is because school leaders and trustees of the multi-academy trust focus hard on making it the best school it can be. Teachers and other staff work well to do the best that they can for pupils.

Pupils follow a broad and balanced range of courses at key stage 4. Teachers make sure that pupils build on their learning in a logical way. This means that pupils are confident to tackle more challenging and bigger ideas. This is especially the case in English and mathematics. This helps pupils to achieve particularly well in their GCSE examinations in these subjects.

School improvement has been rooted in fundamental changes in the curriculum, and the consistent application of high expectations of pupil conduct. Leaders have identified the subjects where the curriculum has not been fully developed. For example, pupils are not always secure about the content they have learned in geography and science and how this can be used in their future lessons. Leaders are improving the curriculum using subject experts from within and beyond the trust.

Currently, the number of pupils entered for examinations in the EBacc subjects (English, mathematics, science, history, geography and languages) is below the national average. However, plans are in place to increase this number. A new leader

for languages has recently been appointed. Entries in French, geography and history are increasing.

Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND). These pupils achieve well. However, in some classes, teachers are not using the most useful teaching strategies to meet pupils' specific learning needs well enough.

Staff look after the pupils well and provide impressive opportunities for personal development. Adults prepare pupils well for life in modern Britain. Pupils told inspectors that they enjoy their 'LIFE' lessons and the discussions they have about social and political issues. They said that this helps them to understand and appreciate different points of view.

Behaviour has improved considerably. Teachers deal effectively with pupils that misbehave. Attendance rates are at the national average. However, there are still too many pupils that are regularly absent from school.

Leaders look after their staff. For example, the introduction of a new pupil feedback policy has reduced the amount of marking required by teachers. This supports staff well-being and reduces their workload. Leaders are committed to developing the teaching skills and expertise of staff. Staff value this.

The school is very well led by leaders, trustees and the chief executive officer. Their unshakable commitment to the school, its pupils and the wider community is impressive. Staff are proud to work at the school. Leaders at all levels are well supported by the multi-academy trust.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff with particular responsibility for safeguarding are thorough. They make sure pupils are safe, especially those who are at most risk and in need of protection. Leaders make sure that staff are up to date in their safeguarding awareness and training.

All pupils who spoke to inspectors said that they feel safe in school. Pupils reported that bullying is rare but they would be confident that it would be dealt with. Staff know the pupils well and make sure they feel comfortable and cared for.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders review the quality of the curriculum continuously. They have strong routines in place to identify where things need to be better. As a result, they have taken the correct steps to strengthen and remove some weaknesses in the modern

foreign languages and geography subject areas. Leaders need to ensure that this work continues so that the curriculum in these areas is even better planned and more pupils study these subjects at key stage 4. This will support the number of pupils taking EBacc subjects.

- Despite pupils' good and improving attendance, there remain some pupils who are regularly absent from school. Due to their absence, these pupils do not have the opportunity to study the full curriculum. Leaders must continue to support these pupils in improving their attendance.

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 are the school and you are 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

Unique reference number	137464
Local authority	North East Lincolnshire
Inspection number	10121715
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	628
Appropriate authority	Board of trustees
Chair	Gail Young
Principal	Robert Spendlow
Website	www.johnwhitgift.org.uk/
Date of previous inspection	11–12 October 2017, under section 5 of the Education Act 2005

Information about this school

- A small number of pupils attend alternative provision at Phoenix Park and Seven Hills. These are part of the Well Spring Academy.
- The proportion of pupils who are disadvantaged is above the national average.
- The school is part of the Delta Academies Trust.

Information about this inspection

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

- We met with the principal, other senior leaders, subject leaders, teachers and other school staff. The lead inspector met with the chief executive officer of the trust and the chair and members of the school's trustees. We spoke with representatives of the alternative providers used by the school.
- We reviewed a wide range of evidence, including the school's self-evaluation, leaders' improvement plans and leaders' records of attendance and behaviour.
- We checked on the safeguarding policies and reviewed the school's records of checks on the suitability of staff and trustees. We met with the designated

safeguarding lead. We also spoke to pupils about safeguarding and considered parents' views.

- We took into account the 44 responses to Ofsted's staff survey and the responses from parents to Parent View.
- We observed pupils' behaviour in lessons and around the school site. We spoke with pupils, both formally and informally, to discuss their views about their school.
- We evaluated the quality of education by looking in detail at the teaching of mathematics, science, geography and modern foreign languages. We discussed the curriculum with leaders, visited lessons, looked at pupils' workbooks and talked to pupils and teachers.

Inspection team

Tudor Griffiths, lead inspector	Ofsted Inspector
Michael Cook	Ofsted Inspector
Carl Sugden	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020