

Inspection of a school judged good for overall effectiveness before September 2024: Sir William Robertson Academy, Welbourn

Main Road, Welbourn, Lincoln, Lincolnshire LN5 0PA

Inspection dates: 15 and 16 October 2024

Outcome

Sir William Robertson Academy, Welbourn has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Mark Guest. This school is part of Aspire Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Guest, and overseen by a board of trustees, chaired by Sylvia Paddock.

What is it like to attend this school?

Sir William Roberston Academy staff and pupils share the same high aspirations. Pupils understand and follow the school's values of 'involvement, kindness, responsibility, creativity and critical thought, resilience and achievement'. They work hard and achieve well.

Social inclusion is at the heart of this community. The school expects every pupil, including those with special educational needs and/or disabilities (SEND), to engage fully with school life. This work equips and empowers pupils to achieve academically, and to understand what it means to be good citizens.

Pupils attend well and are keen to learn. They are friendly and welcoming. Pupils behave respectfully towards each other. They know how to report any concerns they may have and trust adults to deal with them effectively. As a result, pupils feel safe and are kept safe here.

Pupils appreciate the wide range of clubs on offer, mainly at lunchtimes. For example, they like taking part in sports events and performing arts. The school ensures that pupils develop an understanding of the diversity of modern Britain. Pupils enjoy a broad range of

trips and visits to enhance their learning. Many pupils value being involved with the Duke of Edinburgh's Award scheme.

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

The school's ambitious curriculum ensures that pupils study a wide range of subjects. At key stage 3, pupils follow a broad and balanced curriculum. Many pupils at key stage 4 learn a modern foreign language and triple science, along with a wide range of other options. Students in the sixth form can study both academic and vocational subjects. The depth and breadth of the curriculum helps to ensure that pupils are well prepared for future education, training and employment.

The school is highly inclusive. The broad and often complex range of pupils' needs are identified swiftly. Information relating to pupils' particular needs is communicated clearly to teachers. This allows teachers to make prompt and appropriate adaptations to activities. As a result, pupils with SEND access the same curriculum as their peers, whenever possible, and they achieve well. The school prioritises reading, including support for the weakest readers to help them catch up quickly. Staff deliver the phonics programme and other support expertly. These pupils develop their reading confidence, accuracy and fluency so that they are well placed to access the full curriculum.

The school has a consistent approach to teaching. Overall, pupils learn effectively because of teachers' careful explanations, followed by opportunities to practise and apply their knowledge. Teachers typically select tasks that help pupils revisit, practise and embed important ideas well. Pupils value this consistent approach. Teachers also have strong subject knowledge. They check pupils' understanding effectively and resolve any errors or misconceptions that may arise. However, on some occasions, pupils do not learn as well as they could.

Relationships between teachers and pupils are warm and respectful. Behaviour in the school is calm and purposeful. Pupils behave well in lessons, listening to teachers and responding to instructions quickly. A few pupils struggle to behave well all the time, but they are refocused back to learning promptly.

The school has planned very well for pupils' broader development. Pupils understand the importance of important fundamental British values and of treating others with respect. They know how to keep themselves safe when online and when out in the community. Within and beyond the curriculum, the school celebrates diversity and invites pupils to reflect on beliefs which are different from their own. The personal, social, health and economic curriculum is comprehensive and well planned, including in the sixth form. Pupils learn to value difference, form healthy relationships and how to stay safe. They are well prepared for life beyond school. Careers guidance is extensive, helping pupils sustain their post-16 education or training. Students in the sixth form participate in a well-crafted enrichment programme. This includes supporting younger pupils with improving their reading. Students appreciate the help they get with applications and interviews. High proportions of students successfully enter further education, employment or training.

The school is well led and managed. Staff enjoy working here. They feel trusted and supported, and they benefit from fulfilling professional development opportunities. Trust and school leaders have a strong, shared understanding of the vision and values of the school. They know the school well and ensure that this vision is enacted. Consequently, many aspects of performance across the school have been improved since the previous inspection.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and appropriate authority)

- On occasion, assessment is not used effectively to determine what pupils have learned and what they need to revisit. When this happens, misunderstandings, errors and gaps in pupils' learning are not identified or resolved before moving them on to new learning. The school should ensure that teachers use assessment effectively to determine what pupils have learned and what they need to learn next, thus embedding pupils' knowledge, understanding and skills in the longer term.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2015.

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	138839
Local authority	Lincolnshire
Inspection number	10347548
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1005
Of which, number on roll in the sixth form	82
Appropriate authority	Board of trustees
Chair of trust	Sylvia Paddock
CEO of the trust	Mark Guest
Headteacher	Mark Guest
Website	www.swracademy.org
Date of previous inspection	19 March 2019

Information about this school

- The school is part of the Aspire Schools Trust.
- The school uses two registered alternative provisions.
- 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

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

- This was the first routine inspection the school 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 the headteacher, the special educational needs and disabilities coordinator and other school and trust leaders. They also met with a range of teaching and support staff.
- The lead inspector met with representatives of the board of trustees and the local governing body.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with pupils from a range of year groups.
- Inspectors considered the responses to the Ofsted Parent View questionnaire. They also took account of the responses to Ofsted's staff and pupil surveys.
- The inspectors reviewed a wide range of documents, including the school's self-evaluation and various policies.

Inspection team

Jamie Clarke, lead inspector

Ofsted Inspector

Stephen Long

Ofsted Inspector

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