

Inspection of Goole Academy

Centenary Road, Goole, East Yorkshire DN14 6AN

Inspection dates: 21 and 22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders are ambitious and determined for all pupils to succeed. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) do well. Leaders have ensured that teachers have the training they need to support pupils effectively. All staff work hard to understand pupils' needs.

Pupils at Goole Academy conduct themselves well in lessons and around school. There is a calm and orderly atmosphere. Teachers use clear routines and systems to reinforce expectations for behaviour. As a result, pupils are able to focus on their learning in lessons.

Leaders have prioritised staff training to support pupils' mental well-being. Staff provide pupils with effective and timely support. Pupils feel safe in school. They know how to report any incidents of bullying. Pupils are confident that staff will listen and act quickly on their concerns.

Parents have noted the improvements over time and are complimentary about the school. Leaders and governors have a clear focus on building strong links with the local community for the benefit of the pupils. This includes building links with local colleges and employers to support pupils to remain in education, access training or gain employment.

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

Leaders have designed a curriculum to meet the needs of all pupils. The curriculum is ambitious, well planned and sequenced. An increasing number of pupils study the range of academic subjects which collectively make up the English Baccalaureate.

Pupils' work matches the planned curriculum. Teachers demonstrate good subject knowledge and present subject matter clearly. For example, in mathematics, teachers skilfully break down problems into small steps to help pupils grasp new content.

Teachers of all subjects support pupils to recall information to help to build their subject knowledge. However, in some cases, pupils are unable to retrieve long-term information which would help them to tackle new work successfully. For example, pupils were unable to use information about the processes which would have supported new learning. At times, pupils are not making links in their learning to demonstrate they have secured knowledge.

Leaders have a whole-school focus on encouraging pupils to develop reading for pleasure. Pupils benefit from dedicated time to read independently. Leaders have established clear systems to identify pupils who may need support with reading across the curriculum. A team of well-trained staff provide the extra support pupils need. As a consequence, pupils catch up quickly. They value the help adults provide

to help them learn well.

Leaders support staff to manage pupils' behaviour effectively. Staff apply the behaviour management system consistently. Leaders use a range of approaches to support positive behaviour. Effective provision is in place to support those pupils who struggle to manage their own behaviour. This helps pupils return to learning quickly. Strong relationships between staff and pupils are a key feature of the school. Leaders have developed high-quality pastoral support, and pupils are clear how they can access help.

The personal development curriculum is delivered in a planned way. It includes external speakers who provide pupils with key information on a variety of topics. Leaders acknowledge that some of the curriculum is in its infancy. Leaders have planned the assembly programme to ensure it is responsive to emerging concerns and the local context. Follow-up discussions are a feature of form time. These help pupils to secure their understanding. However, at present, due to timetabling constraints, a small proportion of pupils have limited access to this programme.

The careers curriculum is a strength of the personal development offer for pupils. Leaders ensure they are compliant with the Gatsby benchmarks for good career guidance. The careers education, information, advice and guidance that pupils receive prepare them well for their next steps in further education, training or employment.

Teachers encourage pupils to develop their talents and interests as part of the enrichment programme. Pupils say they enjoy the variety of clubs, sports and performing arts activities on offer. Pupils are encouraged to undertake pledges which build character and resilience.

Staff feel well supported by leaders and say that their workload is manageable. They feel valued and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have organised appropriate training and updates so that safeguarding stays as a top priority. Staff know how to pass on their concerns. As a result, staff identify pupils at risk of harm effectively. Leaders take action in a timely manner and records are well maintained. Leaders make appropriate referrals to external agencies to ensure pupils receive the support that they need.

Pupils are taught how to keep themselves safe in the community, around school and online. They know what to do if they have a concern or a worry. Pupils trust the adults in school and know they will provide them with the help they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils struggle to recall key knowledge in some subjects. This means that pupils do not have the most important knowledge or concepts they need to access new learning. Teachers should regularly check that pupils have secured this knowledge and are able to make links to new learning.
- Over time, some pupils have not had access to the full curriculum offer for personal, social and health education (PSHE). This means that a small minority of pupils have gaps in their understanding of aspects such as the fundamental British values. Leaders need to ensure that all pupils benefit from the full range of the ambitious PSHE curriculum to ensure they are prepared for life in modern Britain.

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](#)' 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	145929
Local authority	East Riding of Yorkshire
Inspection number	10227784
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	1124
Appropriate authority	Board of trustees
Chair of trust	Steven Peter Hodsman
Principal	Julian Harrison
Website	www.gooleacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Goole Academy is part of the Delta Academies Trust, a group of 33 primary schools, 16 secondary schools and two alternative provision schools.
- Goole Academy converted to become an academy school in April 2018. When its predecessor school, Goole High School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school uses four registered alternative provision settings for pupils: East Riding College, Bay Learning, Developing Futures and Higher Rhythm. Places at these settings are accessed through the local authority hub.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school has a breakfast club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with representatives of the trust and reviewed documentation relating to governance.
- Inspectors reviewed a range of school documents, including the school’s self-evaluation and improvement plan.
- Inspectors met with the principal and senior leaders.
- Inspectors met with the special educational needs coordinator, looked at plans to support pupils with SEND, visited lessons to see how these pupils were supported with their learning and spoke to these pupils about their experiences in school.
- Inspectors explored the school’s safeguarding culture through viewing safeguarding records and procedures, meeting with a range of pupils and staff, and talking to safeguarding leaders.
- Inspectors considered responses to Ofsted’s surveys for staff and pupils and the responses to the online survey, Ofsted Parent View.
- Inspectors carried out deep dives in the following subjects: English, geography, mathematics, modern foreign languages and science. For each deep dive, inspectors met with curriculum leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.

Inspection team

Louise Greatrex, lead inspector	Ofsted Inspector
Joe Barton	Ofsted Inspector
Tim Jenner	His Majesty’s Inspector
Graham Findlay	His Majesty’s Inspector
Debbie Redshaw	His Majesty’s Inspector

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