



Department  
for Education

Regions Group  
Yorkshire and the Humber  
Bishopsgate House  
Feethams  
Darlington  
DL1 5QE

Email:RG.YH@education.gov.uk

The Members and Board of Trustees of Wellspring Academy Trust  
Digital Media Centre,  
County Way,  
Barnsley,  
S70 2JW

Via email to: [REDACTED]

25<sup>th</sup> November 2025

Dear Ms. Hobson

**Termination Warning Notice to the Members and Board of Trustees of the Wellspring Academy Trust in respect of Beacon Academy**

In accordance with clauses 5.F to 5.H of the funding agreement for Beacon Academy (“the Academy”) the Secretary of State may terminate the funding agreement if the Chief Inspector gives notice to the Academy Trust that special measures are required to be taken in relation to the Academy or the Academy requires significant improvement.

I received an Ofsted notification dated 4 November 2025 confirming that Beacon Academy was judged to require significant improvement. For the reasons set out below, I now consider it necessary to issue this Termination Warning Notice.

The Ofsted report published on 11 November 2025 highlights the following areas for improvement:

- The school, including the trust, have not taken effective or swift enough action to address the decline in standards that has occurred. The school should ensure that actions to address the school’s weaknesses are effective. This includes ensuring that staff have the expertise and knowledge to enact agreed actions.
- The school’s quality assurance systems are not effective enough. This means that leaders’ perspectives about the school’s strengths and weaknesses are not accurate. Consequently, actions to improve the school do not happen quickly enough. The school should review the mechanisms in place for quality assurance at all levels and ensure that improvement actions are prioritised

and robustly enacted.

- Teaching is not adapted to meet the needs of pupils, including pupils with SEND. The work pupils are provided with is not demanding enough. This means that pupils do not achieve as well as they should. The school should ensure that teachers have the expertise required to provide pupils with demanding work and that teaching is adapted to successfully meet the needs of pupils with SEND.
- Pupils do not benefit from a clearly sequenced programme of support for reading. As a result, pupils do not improve their reading well enough as they move through the year groups. The school should ensure that pupils receive a clear programme of support for reading and that pupils have regular opportunities to practise their reading.
- Assessment is not used effectively to gauge what pupils know and remember about their learning. This means that feedback is not effective in supporting pupils to improve. The school should ensure that assessment is used effectively across all subjects and that pupils benefit from accurate feedback on how they can improve.
- Some staff have low expectations of pupils' behaviour. Additionally, the behaviour policy is inconsistently implemented by some staff. This results in poor pupil behaviour, which causes widespread disruption to learning. The school needs to ensure that staff have high expectations of behaviour and that they consistently implement the behaviour policy.
- Strategies to improve attendance are not well developed or embedded. Too many pupils miss important learning. This impacts on the outcomes they subsequently achieve. The school should ensure that there is a well-developed and resourced strategy in place to improve pupils' attendance.
- The PSHE curriculum is undergoing development and is not currently having the impact that is needed. As a result, pupils have limited knowledge about key aspects of life in modern Britain and the importance of tolerance and respecting diversity. The school should ensure that the PSHE curriculum is fully developed and that pupils have a well-developed understanding of the importance of tolerance and respect for others.

As Regional Director, I need to be satisfied that the trust has capacity to deliver rapid and sustainable improvement at the academy. If I am not satisfied that this can be achieved, I will consider whether to terminate the funding agreement in order to transfer the academy to an alternative academy trust.

In making the decision on whether to terminate the funding agreement I will consider any written representations the trust wish to make in response to this Termination Warning Notice.

I would be grateful for the following evidence, which I will take into account when assessing whether the Academy is making sufficient improvements:

- A copy of the post-Ofsted Action Plan
- Information on what action is being taken to support educational improvement at the Academy and the timescales of this work.
- Details of current governance and leadership arrangements, including clear lines of support, delegation and accountability.
- Any other information you feel would be helpful.

Please provide me with any representations the trust wish to make by 16/12/2025.

We are mindful of creating unnecessary pressures on school leaders and staff, and as such we would ask the trust to ensure that the appropriate provision is in place to support the school workforce.

I am copying this letter to Ofsted, the trust CEO and the Director of Children's Services at North East Lincolnshire Council. A copy of this letter will also be published on GOV.UK.

Yours sincerely



Alison Wilson OBE  
Regional Director for Yorkshire and the Humber

CC:  
Katrina Gueli, Ofsted Regional Director  
Mark Wilson, CEO of Wellspring Academy Trust  
Ann-Marie Matson, DCS for North East Lincolnshire Council