

Worlaby Academy

Low Road, Brigg, Lincolnshire, DN20 0NA

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved strongly since the previous inspection in this very caring and supportive learning environment.
- Pupils make good progress from their individual starting points, which vary considerably from year to year. Pupils' progress is particularly strong in mathematics and reading.
- Since previously being judged as requiring improvement, the quality of teaching has improved strongly enabling pupils to attain higher standards.
- The standards attained by pupils at the end of Year 2 have improved well over three years in reading, writing and mathematics.
- The proportion of the most able pupils attaining higher standards at the end of Year 2 and Year 6 in 2014 was above the national average overall.
- Disabled pupils and those with special educational needs make effective progress in their learning because of the good support provided by skilled teaching assistants. This helps these pupils make at least similar rates of progress in their learning to other pupils.
- This school is reported by pupils to be 100% bullying free. This has been recognised through a prestigious national award. Effective actions are taken to keep pupils safe.
- Early years is managed effectively by a leader very much focused on high-quality outcomes, enabling children to make good progress in their development and learning.
- The Principal has worked effectively with governors, the academy trust and school staff to improve the academy well since the previous inspection and it continues to improve.
- Governors have a very clear vision for the future and have recently appointed a new Principal for Easter 2015 with a clear desire for all pupils to attain the highest possible standards.
- Members of the Education Advisory Board (EAB) regularly ask challenging questions of school leaders to ensure the school improves at a fast rate.

It is not yet an outstanding school because

- A minority of boys do not always attain standards which are high enough or make enough progress in their learning.
- Occasionally, a small amount of learning time is wasted in lessons when pupils are not as fully challenged as they might be, and this hinders their progress slightly.
- The quality of marking is inconsistent and does not always help pupils to improve their work further.
- Teachers responsible for managing subjects have insufficient opportunity to improve learning.

Information about this inspection

- The inspector observed teaching and learning in lessons.
- Meetings were held with the Principal, school staff and also the Chair and vice-chair of the EAB. The inspector also met with two representatives from School Partnership Trust Academies, as the school is part of the trust.
- Discussions were held with parents on the playground and groups of pupils in school. The inspector also spoke informally to pupils in lessons, during break times and at lunchtime.
- The inspector scrutinised the work pupils produced during lessons and in their books over time. He also listened to a small number of pupils from Year 1 and Year 2 read.
- The inspector observed the work of the school and looked at the latest school data on pupils' achievement and the progress they are currently making. Documentation scrutinised included development plans as well as safeguarding information, behaviour logs, attendance records and minutes of recent EAB meetings.
- The inspector took account of the 22 responses to the online Parent View questionnaire as well as the 11 responses to the staff questionnaire.

Inspection team

Declan McCauley, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is slightly more than 16%, which is just below the national average.
- The proportion of disadvantaged pupils at the school is fewer than 24%, which is below the national average. (The term disadvantaged pupils is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority). These pupils receive additional support from pupil premium funding.
- Most pupils are of White British heritage.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school forms part of School Partnership Trust Academies Multi Academy Trust.
- There has been a high proportion of staff change since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that all groups of pupils, particularly boys, make faster progress in their learning and attain higher standards in reading, writing and mathematics by:
 - ensuring the curriculum fully meets the needs of all pupils, particularly boys
 - making sure teachers with responsibility for managing subjects are given sufficient opportunities to improve achievement in their subjects
 - ensuring the quality of marking is consistently good and enables all pupils to improve their work further
 - making sure pupils are always well challenged and no learning time is wasted in any lesson.

Inspection judgements

The leadership and management are good

- The strong leadership and management of the Principal, supported fully by committed and dedicated staff, have brought about strong improvements to teaching, achievement and behaviour since the previous inspection. This has been successfully supported by the joint EAB established with the local secondary academy and the academy trust. The academy continues to improve well.
- All school leaders have high expectations of themselves and others; this culture of success permeates all school life. The expectation of demanding the best at all times has inspired and motivated staff to improve learning in lessons to the point where it is now resulting in pupils' good achievement. There is strong leadership of teaching. Pupils report that behaviour has improved well since the previous inspection.
- In this small school setting, all teachers have some form of leadership responsibility. The improved outcomes for pupils demonstrate this is carried out successfully by these leaders although leaders of subjects have insufficient opportunities to monitor performance in their areas of responsibility to bring about as much improvement as they would wish.
- Plans for improving the school further are well informed by leaders' accurate knowledge of how the school is performing and the areas for further improvement are accurate and astutely identified.
- Pupil premium funding is spent effectively to support disadvantaged pupils in their learning and the impact it has is closely tracked by school leaders. There is no discrimination and the school fosters good relations with all.
- School leaders work well to promote equal opportunities for all pupils so that all may achieve the best possible outcomes although occasionally boys do not attain standards that are high enough or progress fast enough in their learning.
- The curriculum has been developed well by the school. It is exciting and provides many opportunities for pupils to apply and further improve skills learned in other subjects to support high-quality learning. The school has moved well down the path of assessing how well pupils are progressing in their learning without using National Curriculum levels. Occasionally, the curriculum is not matched as well as it might be to the learning needs of a few boys.
- The curriculum prepares pupils for life in modern Britain well. In an assembly attended by 20 parents on the second day of the inspection, for example, pupils from Year 3 and Year 4 participated in a court room drama, having recently learned about the impartiality and importance of the British criminal justice system.
- Pupils report they are happy now the number of changes in teaching staff have been reduced. Staffing is stable. Pupils explain that when they have three different teachers in a year it prevents them from learning as well as they might. School leaders have worked hard to successfully resolve this difficulty successfully.
- Arrangements within school for safeguarding pupils are effective. Safeguarding requirements meet statutory requirements.
- Effective support from the multi-academy trust has been provided or arranged to help bring about the strong improvements in pupils' performance in literacy and numeracy.
- Additional funding for primary school sport is used effectively to improve the access pupils have to a wide range of sports. Pupils speak excitedly about enjoying the additional sports now on the curriculum, such as the course in badminton.
- Responses to Parent View and discussions with parents on the playground reveal much satisfaction with the quality of education provided, although school leaders recognise they need to communicate more effectively with a few parents on specific issues.
- **The governance of the school:**
 - The joint EAB has been a key driver in the success of the academy since it was previously inspected. This group of people governs the academy effectively. Members of the EAB have a very clear understanding of the strengths and weaknesses in the quality of teaching in the academy and how well it is improving pupils' achievement. Regularly, EAB members are presented with a wide range of school data, which enables them to understand fully how well pupils are achieving. The performance of teachers is well managed by the EAB through the Principal and they have collectively tackled underperformance successfully in the past. Members of the EAB do not shy away from asking difficult questions or making difficult decisions to improve the academy further.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Around school and on the playground they are polite and cheerful; they enjoy their learning and play nicely together during break times. Pupils treat each other and the adults in school with respect. They are very aware that behaviour has improved and can give practical examples about specific pupils and how they now behave much better than previously.
- Pupils report there is no bullying in school and are rightly proud of this. There has previously been a focus on anti-bullying which has clearly been successful. This achievement was recognised when pupils accepted the Diana Award for anti bullying on behalf of the school. Anti-bullying ambassadors do much in school to ensure all pupils feel happy and safe in this bullying free environment.
- Pupils are smartly turned out in their uniforms and display a sense of pride in being part of the school community. In lessons, pupils have good attitudes to learning, which allows activities to proceed without interruption, helping pupils learn well.

Safety

- The school's work to keep pupils safe and secure is good. Pupils have a clear understanding of how to keep themselves safe. This was reinforced during an assembly on the first day of the inspection, when pupils learned about staying safe on the internet, as part of the school's focus on online safety. The topic was covered sensitively but enabled pupils to understand more about what they should do to stay safe when using the internet.
- Pupils have a good knowledge about different types of bullying and proudly report that it is not tolerated in their school.
- Before any member of staff or volunteer begins work at the school, rigorous checks on their suitability to work with children are carried out by the school and the records of these checks are maintained well using an effective monitoring system.

The quality of teaching is good

- Teaching has improved well since the previous inspection, when it was judged as requiring improvement, and is now good. Pupils are taught in an everyday culture of high expectation. This is apparent in lessons when pupils' learning progresses at a rapid rate because the learning activities are well matched to their needs. Teaching is having a strong impact on the good improvements in pupils' performance in reading, writing and mathematics.
- In lessons information and communication technology is used well to support pupils' progress. In mathematics, for example, pupils' work was shared with the whole class on the interactive whiteboard through a visualiser so that errors in exchanging digits in a subtraction problem could be identified. In addition, a group of pupils were challenged further and the lesson modified when they had securely grasped the concept on which they were working.
- Pupils enjoy learning in lessons which motivate and interest them. They speak with confidence about understanding how the marking carried out when they have completed their work helps them to improve further. However, the quality of marking is not consistently good in all classes. Pupils agree that the targets which they are set in their lessons challenge them well. The curriculum is well taught although occasionally it does not fully meet the needs of all boys.
- The most able pupils are challenged well in lessons. Older pupils were observed tackling a mathematics problem which they had not attempted previously and were successful because of the carefully structured manner in which it had been presented to them.
- Younger pupils are just as successful in their learning because tasks interest and excite them. A group were observed improving the quality of their non-chronological writing through adding additional features such as a glossary to help the reader understand the subject. Tasks like these are well designed to inspire pupils and to foster their imagination effectively.
- Teaching assistants make a positive contribution to the success of disabled pupils and those with special educational needs in lessons and in small group work sessions, when needed. One parent spoke of her joy on seeing how well her child had progressed in school because of the high levels of care and support provided.
- In a minority of lessons a small amount of learning time is wasted for some pupils when they are not challenged as fully as they may be. This slows the amount of progress they make in their learning.

The achievement of pupils is good

- Children start school with knowledge and skills that are broadly typical for their age, although this varies from year to year. Children get off to a strong start in their learning and development, which continues well into Key Stage 1 where they leave with standards that are above average and which have improved over three years. In 2014 standards were broadly in line with the national average at the end of Key Stage 2. School data show that now, given the strong improvements in teaching, pupils' progress is accelerating rapidly throughout the school but particularly in Key Stage 2 where there are high, well-evidenced predictions for attainment in 2015.
- Younger pupils learn to read well and in the national screening check on their use of phonics (the sounds that letters make) in 2014 their performance was in line with the national average.
- In 2014 the proportions of pupils attaining the higher level (Level 3) at the end of Year 2 was above the national average in mathematics and writing but below in reading. At the end of Year 6, the proportion of pupils attaining the higher level (Level 5) was above the national average in English grammar, punctuation and spelling, mathematics and reading. In writing, the proportion attaining the Level 5 matched the national average.
- In 2014 there was a small number of disadvantaged pupils in Year 6 and it is not possible to make a reliable comparison with the attainment and progress of other pupils in school or with non-disadvantaged pupils nationally.
- Disabled pupils and those with special educational needs achieve similarly to all pupils in school because of the high levels of support they receive, which is well matched to their individual needs. In lessons and in small groups, skilled teaching assistants are making a real difference to the learning of these pupils.
- The latest school tracking data show a small minority of boys do not always achieve as well as they might.

The early years provision

is good

- Early years provision is effective. Children get off to a flying start to their learning and development because of the well-planned and exciting opportunities with which they are provided to help them make good progress. Parents are very involved with helping children to settle and the school has strong links with the pre-school provider. Children's early days in school are, therefore, supported collectively and effectively.
- From starting school with knowledge and skills that are broadly typical for their age, children progress well. The proportion reaching a good level of development so that they are well prepared for the next stage in their education has increased well over a three-year period because of the effective leadership and management of early years.
- Regular checks are made on the progress made by children so that precise plans can be made for their next steps in learning. The learning environment, both inside and outside, is bright, colourful and stimulating; it supports effective learning. Many regular checks are made to ensure children are safe in early years.
- Children in the early years are taught well and their behaviour is good. They enjoy their learning and explore some exciting topics. For example, children were observed carefully considering whether they would be better eating fruit or biscuits when they had been asked to decide which would contain less sugar. Later they were observed carefully considering what to include in a healthy lunchbox while others chatted in the play greengrocer's shop about the benefits of eating carrots.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138520
Local authority	North Lincolnshire
Inspection number	453574

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	Steve Hodsman
Principal	Joanne Milnes
Date of previous school inspection	6 March 2013
Telephone number	01652 618351
Fax number	Not applicable
Email address	info@worlabyacademy.org.uk

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