

Reynolds Academy

Machray Place, Cleethorpes, Lincolnshire, DN35 7LJ

Inspection dates 4–5 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	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.

- Since the academy was formed, the executive headteacher, the Vice-Principal and other leaders have been determined in their efforts to drive improvements in teaching, pupils' progress and behaviour. As a result, this is an improving academy.
- Important and effective action has been taken to raise the quality of teaching, which is now good. This is having a positive impact on pupils' achievement.
- From their different starting points, which have now been securely established, pupils make good progress.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and well cared for.
- Behaviour is good. Pupils have good attitudes to learning and they behave well in lessons and around the school.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Good provision in the early years ensures that children make good progress from often below typical starting points.
- The academy's governing body and the board of directors of the multi-academy trust are well informed about the academy's performance. They both support and challenge the academy's leadership to make sure that the academy continues to improve.
- The majority of parents are supportive of the academy.

It is not yet an outstanding school because

- There are a few occasions when learning slows. This happens when pupils are not given the harder work that they are capable of doing and when they are not moved onto more challenging activities when ready.
- The academy has not yet been effective enough in closing the gap between the achievement of disadvantaged pupils and that of others in the school.

Information about this inspection

- Inspectors observed teaching in all classes. A number of observations were carried out jointly with the executive headteacher and other senior leaders.
- Pupils' work was scrutinised. These were joint work scrutinies with the executive headteacher, subject leaders and other senior members of staff.
- Inspectors listened to pupils read.
- Meetings were held with pupils, the executive headteacher and Vice-Principal, other staff, members of the governing body and the CEO of the academy trust.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds during breaks and in the dining hall.
- Inspectors met with parents at the start of the school day.
- Inspectors analysed the 30 responses that had been submitted to the online questionnaire for parents (Parent View).
- Inspectors scrutinised a number of documents, including the school's view of its own performance, school improvement plans as well as records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 58 questionnaires completed by members of the school staff.

Inspection team

Alan Chaffey, Lead inspector

Additional Inspector

Victoria Johnson

Additional Inspector

Yvonne Shaw

Additional Inspector

Full report

Information about this school

- Reynolds Academy is larger than an average-sized primary school.
- Reynolds Academy converted to academy status in September 2013 when it became part of the Tollbar Multi-Academy Trust. When its predecessor school, Reynolds Primary School, was last inspected by Ofsted, it was judged to require improvement.
- The proportion of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language are below national averages.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium funding is higher than average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- In the early years, the majority of Nursery children attend part-time and others attend full-time. Reception children attend full-time.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching, so that pupils make more rapid progress and achieve higher standards, by:
 - making sure that pupils always have challenging work appropriate to their abilities
 - ensuring that pupils are moved onto more demanding work during lessons when they are ready.
- Continue to take robust action, and rigorously implement the strategies the academy has developed, to reduce the achievement gap between disadvantaged and other pupils in the academy.

Inspection judgements

The leadership and management are good

- Since becoming an academy, the executive headteacher, ably supported by an effective Vice-Principal, has successfully tackled many of the areas for improvement that were urgently needed. Along with other senior leaders and an effective governing body, they have raised the quality of teaching which has had a positive impact on pupils' progress, and significantly improved behaviour. As a result, this is an improving academy.
- Middle leaders and subject leaders have collectively taken determined action to address the concerns that the academy faced when it opened. They observe lessons, and check progress in pupils' books and assessment information regularly, to determine what needs to be done to improve teaching and learning further.
- The academy is accurately judging its own effectiveness and has the right plans in place for improvement.
- The curriculum is broad and balanced and meets pupils' needs and aspirations well. It is delivered through themes such as 'Down Under', a topic on Australia which gave pupils the opportunity to study aboriginal art. Another topic, 'Money Makes The World Go Around', provided an excellent opportunity for Year 6 pupils to develop their enterprise skills by forming small companies to make products, such as wristbands and football motifs, which they then sold to the rest of the academy. The curriculum is enhanced further by French and music, which are taught by specialist teachers in all classes in Key Stage 1 and 2.
- New arrangements for assessing pupils' achievement, to reflect changes in the national curriculum, are being developed.
- Pupils' spiritual, moral, social and cultural development is promoted well and pupils are effectively prepared for life in modern Britain. Through assemblies, lessons and whole-school projects, pupils learn to understand diversity and respect for others. For example, a project, 'Everybody is Different', which involved all pupils, addressed discrimination and issues around homophobia, disabilities, appearances and cultural diversity. At the same time as the national elections, the academy used the opportunity for pupils to take part in the democratic process through the election of house captains. Individual pupils who put themselves up for election had to give speeches as to why they were the most suitable candidates. Pupils throughout the academy voted in a secret ballot, using ballot papers and a voting booth, for whom they thought was the best candidate.
- Effective use is made of the primary school sports funding to increase pupils' physical skills and well-being. The academy is a member of the local sports partnership. It makes good use of the expertise of secondary physical education specialists to deliver lessons and provide professional development for staff. In addition, pupils have opportunities to participate in a number of after-school clubs such as gymnastics, golf and basketball.
- The provision for disabled pupils and those with special educational needs is well led and managed. Pupils' needs are identified effectively and quickly and, as a result, they make equally good progress as their peers.
- The academy is committed to ensuring that all pupils have an equality of opportunity. For example, the academy ensures that all pupils have a school uniform and provides appropriate games kit, such as football boots, for those pupils who wish to take part in after-school clubs. This ensures that no pupil is denied access to anything the academy offers.
- Safeguarding arrangements meet current requirements and are effectively implemented by all staff to keep pupils safe.
- Leaders have developed good procedures, such as one-to-one tuition and mathematics and English lessons delivered by specialist teachers, to address the achievement gap between disadvantaged other pupils. These are beginning to have an impact lower down the school in increasing the progress made by disadvantaged pupils. However, although it is narrower in other year groups, the achievement gap remains wide at the end of Key Stage 2.
- The academy receives effective support from the multi-academy trust and the local authority, especially with improving the quality of teaching.
- **The governance of the school:**
 - The academy's governing body and the board of directors for the multi-academy trust are highly effective; they have a good understanding of the academy's strengths and areas that need to be improved. Governors have a good understanding of the academy's performance data, which enables them to challenge leaders and hold them to account for the progress pupils make and the quality of teaching. Finances are carefully monitored by the governing body and the directors of the multi-

academy trust.

- Governors have ensured that performance management procedures are in place and that teachers' pay is linked to the performance and achievement of pupils.
- Governors ensure that all statutory duties are met, including those for keeping pupils safe.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- Since the academy was formed, leaders have been very proactive in addressing unacceptable behaviour. This has had a significant impact and, as a result, incidences of poor behaviour are very low.
- Pupils' conduct around the school is good; they are calm and orderly when they move between lessons and when they enter and leave the school. Behaviour during break times is good because pupils are well occupied with a range of interesting activities.
- Pupils look smart in their uniforms, which they wear with pride. They say that they like the academy. As one Year 6 boy said, 'This is a good place to learn and it has improved since it became an academy.'
- Fixed-term exclusions are rapidly decreasing since the academy opened and attendance is improving steadily.

Safety

- The academy's work to keep pupils safe and secure is good. Pupils say they feel safe and secure. They are confident that should an incident occur, a teacher would address their concerns.
- Pupils demonstrate a good awareness of bullying and the different forms it can take. They feel that bullying is rare and are confident it would be dealt with by senior staff. Pupils appreciate the dangers relating to e-safety and cyber bullying because the academy ensures that pupils have a good understanding of these potential areas of risk to themselves.
- The academy surveys the views of parents annually and receives a good response. An analysis of these views shows that parents are confident that the academy keeps their children safe and deals with any instances of bullying effectively. Almost all parents who responded to Parent View and all parents spoken to by inspectors felt that their children are well looked after and kept safe in school.

The quality of teaching

is good

- Pupils are making more rapid progress in reading, writing and mathematics because of the improvements in teaching. Classrooms are calm working environments where pupils' attitudes to learning are good.
- The quality of pupils' written work has improved because writing is taught well. There are specific lessons on grammar, punctuation and spelling each day in Key Stage 2, and a scrutiny of pupils' books shows that the skills they have learned during those lessons are being applied to their written work. Pupils are encouraged to use adventurous and interesting vocabulary, such as rhetorical questions for persuasive writing. Occasionally, pupils are not challenged to improve their writing.
- The teaching of phonics (the sounds that letters make) has improved and reading is taught well most of the time; there are timetabled guided reading and phonics sessions each day. Some pupils, however, spend too long reading books that do not match their reading ability and are not being challenged appropriately to improve further.
- Mathematics is taught well and a significant amount of curriculum time is allocated to the subject. Pupils learn how to use their knowledge of number and calculation effectively to complete mathematical problems. For example, in a Years 3 and 4 class, pupils were using their understanding of inverse operations to calculate missing numbers in problems involving the addition and subtraction of four-digit numbers. However, challenging work is not provided often enough so that pupils can stretch their understanding to the full. Sometimes pupils continue with calculations and skills they have mastered when questions by the teachers could lead them on to more demanding work.
- Marking and feedback are improving and now inform pupils on how well they are doing. Many of the comments are helpful and mostly show pupils how to improve their work.
- Teaching assistants are used well to support pupils, including disabled pupils and those who have special educational needs.

The achievement of pupils is good

- Published data for 2014, which are the only published data available for the academy, show that standards at the end of Key Stage 1 and Key Stage 2 were below national averages, significantly so at Key Stage 1. Current assessments of pupils are suggesting that standards will remain below national averages for 2015. However, a legacy of underachievement is still impacting on standards, despite leaders and staff working effectively to address this. More rapid progress is now clearly evident throughout the academy.
- For 2014, the proportions of pupils making expected and better-than-expected progress by the end of Key Stage 2 were below national averages. However, the academy's records indicate that the pupils currently in Year 6 have made more-than-expected progress from their starting points in Year 4.
- Current assessments for Year 2 pupils are showing that from their starting points, their progress is indicating an improving trend in all subjects.
- In 2014, fewer pupils than seen nationally attained the higher levels at the end of Year 2 and Year 6. Current assessments of pupils indicate that for 2015, the proportions of pupils reaching the higher levels in Year 2 and Year 6 are improving, although still remaining lower than national averages. Leaders have focused on the identification and needs of the most-able pupils. However, as with other groups of pupils, the most able are sometimes not completing work that is appropriate to their abilities.
- The proportion of pupils achieving the expected standard in the Year 1 phonics check for 2014 was below the national average. Developments in the teaching of phonics has improved and recent assessments of current Year 1 children show that a greater proportion of pupils are on track to reach the expected standard for 2015.
- In the 2014 national tests for Year 6, the gap in disadvantaged pupils' attainment compared with other pupils nationally was close to four terms behind in mathematics, three terms behind in writing and just under three terms behind in reading. When compared to other pupils in the academy, disadvantaged pupils were two-and-a-half terms behind in mathematics, nearly two terms in reading and one-and-a-half terms in writing. The progress made by disadvantaged pupils in the academy was lower than that of other pupils nationally and other pupils in the academy.
- The academy has good evidence to show that, based on current assessments, the gap between disadvantaged pupils and others is closing in nearly all year groups. However, this is most noticeable in year groups other than the current Year 6.
- In Year 6 for 2014, the academy had too few disabled pupils and those who have special educational needs to permit any reliable comparison of their achievement with national figures. However, assessments for disabled pupils and those who have special educational needs currently in the academy show that they achieve well from their relative starting points.

The early years provision is good

- The early years provision is well led and managed. Effective leadership has ensured that the quality of teaching has improved since the academy opened, which has had a positive impact on outcomes for children. All staff are enthusiastic and have high expectations for the children. Relationships across the unit are strong and supportive.
- Children start the Nursery class with skills and knowledge below what is typical for their age. They make good progress because teaching is good and teachers plan interesting activities that enthuse and excite children.
- In 2014, the proportion of children who reached a good level of development by the end of the Reception Year was below average. The current progress of children in the Reception class is stronger; a higher proportion of children are achieving as they should be for their age and are therefore well prepared for their move into Year 1.
- Children are happy learners. They attend to learning activities for a sustained period of time and play well together. Their behaviour is good.
- Children have good access to outdoor learning. Both the indoor and outdoor areas offer a wide range of varied and imaginative activities which successfully address children's interests and abilities.
- Safeguarding procedures are implemented consistently and all appropriate risk assessments are in place.
- Links with parents are strong. Parents are encouraged to engage with their children's learning and their views are actively sought.

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	139952
Local authority	North East Lincolnshire
Inspection number	450247

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	499
Appropriate authority	The governing body
Chair	Mrs J Aukett
Headteacher	Mrs C Lacey
Date of previous school inspection	Not previously inspected
Telephone number	01472 691797
Fax number	01472 604089
Email address	enquiries@reynoldsacademy.co.uk

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