

Old Clee Primary Academy

Colin Avenue, Grimsby, Lincolnshire DN32 8EN

Inspection dates

5–6 July 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- As a result of good teaching, pupils make good progress in reading, writing and mathematics and in a wide range of subjects.
- Teachers' good subject knowledge enables them to plan interesting tasks that engage pupils well. This, along with teachers' high expectations, assists pupils in achieving good outcomes in their subjects.
- Teachers' skilful questioning helps pupils overcome misconceptions and gain a good understanding of what is being learned.
- Teaching assistants make a very good contribution to the teaching of early reading and phonics. The extra training they have received has made sure that they can support pupils well.
- All pupils spoken to say they are safe and enjoy school. They are polite, courteous and respectful to each other and adults. Pupils are proud of their work and present it very well. They make a good contribution to their learning.
- Sophisticated systems for tracking pupils' progress are used skilfully by leaders to identify pupils who might be falling behind. Teachers use this information well to plan additional support for pupils.
- Children make good progress in early years because of good teaching and leadership. High-quality facilities help children to learn well.
- Around the school and in classrooms, there are high-quality displays that interest pupils and support their good learning.
- The new curriculum captures pupils' interests. Parents say that they enjoy celebrating their children's work at the end of topics.
- Senior leaders set safeguarding as a high priority. High-quality systems ensure that pupils are safe, especially the most vulnerable pupils.
- Governors and leaders are clear about the strengths of the school and what needs to be improved further. Their actions have improved the overall effectiveness of the school to be good.
- Homework helps to consolidate pupils' learning in early years and key stage 1. However, it is not used consistently across key stage 2.
- From time to time, pupils' work in class is not checked swiftly enough by teachers to ensure that it is of a consistently high quality.
- Middle leaders' skills are not well developed in checking the quality of teaching and learning in their subjects to assist senior leaders fully.
- Disadvantaged pupils make good progress. However, their progress needs to be swifter to improve their attainment quickly.
- Communication with parents requires strengthening to ensure that they are fully informed of the school's development.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching to strengthen pupils' outcomes by:
 - checking pupils' work swiftly in lessons to make sure it is of a consistently high standard
 - ensuring that homework is set consistently in key stage 2 to consolidate pupils' understanding and prepare them well for further learning
 - increasing opportunities for pupils to apply their mathematical skills across a wide range of subjects.
- Increase the rates of progress for disadvantaged pupils in key stage 2 and early years to improve attainment faster, especially in reading in key stage 2.
- Increase the impact of leaders and managers by making sure that:
 - subject leaders are skilled in checking pupils' learning and the quality of teaching in their areas
 - parents are fully informed of the developments occurring in school.

Inspection judgements

Effectiveness of leadership and management

Good

- The new headteacher, senior leaders and governors are ambitious and aspirational for the pupils. Leaders' high expectations have resulted in the overall effectiveness of the school improving so that it is now good.
- Leaders have addressed the areas for improvement identified at the previous inspection. Consequently, pupils engage well in learning and are making good gains in their knowledge, skills and understanding, especially in reading, writing and mathematics.
- School plans set clear priorities for further improvement and reflect leaders' accurate view of the strengths and weaknesses in the school. Priorities are being tackled systematically and are resulting in good pupil outcomes, good teaching and good personal development, behaviour and welfare.
- There is a thorough system for checking the performance of teachers. A programme for the professional development of teachers and their assistants is well thought out and closely linked to the school's priorities. Professional development is having a positive impact on the quality of teaching and pupils' outcomes.
- Senior leaders check the quality of teaching thoroughly and set high standards. Leaders ensure that teachers use school policies consistently well and this is supporting good improvements in pupils' learning. Robust challenge by leaders has led to considerable turnover of staff since September.
- Subject leaders are enthusiastic and looking forward to taking on their responsibilities more fully. Supported by senior leaders, they are developing an understanding of what is working well in their areas and what needs to be done to improve teaching and pupils' outcomes. Currently, further work is required to ensure that subject leaders fulfil their roles independently in determining the quality of provision in their areas.
- Leaders track pupils' progress exceptionally well using a wide range of information. Swift action is taken to help pupils to catch up should they be falling behind. Teachers are proactive and identify actions to strengthen pupils' progress. Disadvantaged pupils benefit from targeted support from their teachers and teaching assistants.
- Pupils say that they are interested in the subjects they have to study. In January, leaders introduced a series of different topics to capture the interest of pupils, particularly boys. This is working well and inspectors noted pupils' good attitudes and good progress. Educational visits and after-school activities are used to stimulate pupils' interest in reading, writing, mathematics and other subjects. Work is suitably adapted for pupils, including the most able. High-quality work in art, technology, science, history and geography is on display around the school and is also seen in pupils' work.
- The school promotes pupils' spiritual, moral, social and cultural awareness effectively. Pupils are clear about what is expected of them and exhibit tolerance and respect towards others. Pupils cooperate well together and are developing an understanding of various religions and festivals. Leaders are checking the coverage and quality of pupils' cultural experiences very well and have plans in place to strengthen pupils' first-hand

experiences of other cultures.

- The primary school physical education and sports funding is used well. Additional equipment is used by pupils at breaks and lunchtimes to improve their level of fitness. Leaders have provided increased opportunities for pupils to take part in competitions with other schools. For example, pupils take part in table tennis, cricket and badminton competitions.
- The extra funding for pupils who have special educational needs and/or disabilities is used well to provide support in class and in small groups. As a result, these pupils are making accelerated progress, particularly in key stage 2. Leaders have identified that swifter progress could be made in key stage 1 and are working on this.
- School leaders have introduced additional opportunities for parents to celebrate their children's work at the end of topics. Parent workshops have also been arranged to give information about children's learning and internet safety. However, parents told inspectors that during this year, when substantial change has occurred in school, they have not always felt well informed.
- Leaders have made good use of external support. Extra support has had a good impact on improving the provision in early years and the skills of teaching assistants. The work of the national leader of education has led to high-quality teaching of early reading and phonics. Leaders use external support judiciously to make rapid advances.

Governance of the school

- Governors are making a good contribution to the leadership of the school. They are highly skilled in education and finance. Governors are clear about how the school is performing in comparison to other schools nationally. They have supported the headteacher in establishing the priorities for the school and are holding her and her senior leaders to account for the performance of the school. Governors are well informed by school leaders and an external consultant.
- Governors check the finances of the school. They are clear about the impact of the additional funding for disadvantaged pupils, funding for pupils who have special educational needs and/or disabilities and the sports funding.
- Governors have a good understanding of how teacher performance links to pay. They have a good strategic overview of the school and this is benefiting the school well.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding records are of high quality. They exhibit clearly the school's commitment to keeping children safe, particularly the most vulnerable children. Strong links with parents and external agencies are evident. School leaders are tenacious in making sure that safeguarding issues are dealt with swiftly.
- Leaders have had a sharp focus on safeguarding children. Staff are well trained, knowledgeable and vigilant about safeguarding matters.
- Governors have been very involved in making sure that procedures for safeguarding are robust and that staff are fit to work with children.

Quality of teaching, learning and assessment

Good

- Leaders have focused strongly on developing the quality of teaching. They have provided very effective training for teachers and teaching assistants to ensure that the quality of teaching is good overall.
- Teachers plan interesting topics that engage pupils well. Work about volcanoes, dinosaurs, and myths and legends leads to pupils' good engagement. Both boys and girls enjoy their work.
- Teachers use their good subject knowledge to give clear explanations that help pupils settle quickly to their work and make good progress. Questioning is skilful and adjusted to the varying abilities of pupils. The dialogue between teachers and pupils helps to close down misconceptions quickly. As a result, pupils gain an accurate understanding of what they are learning and produce work of a good standard.
- Expectations are high and lessons progress at a good pace. Work set is well matched to pupils' needs and abilities with a good level of challenge. In the main, pupils persist well with their work and enjoy opportunities to think deeply about their learning.
- Normally, pupils' work is checked regularly in class to make sure it is of a good standard. There are times when teachers and teaching assistants do not check pupils' work swiftly enough to make sure that pupils are making good progress. On these occasions, the quality of pupils' work can vary and lead to progress slowing.
- Across many subjects, particularly history and geography, there are good opportunities for pupils to write at length. This contributes well to pupils' good writing skills and a good standard of English grammar, punctuation and spelling. There are good opportunities for pupils to apply their reading skills in many subjects. In mathematics, pupils are encouraged to solve real-life problems. However, even though pupils are making good progress in mathematics, there are too few opportunities for them to apply their skills in other subjects to strengthen their mathematical skills further.
- An analysis of pupils' work showed they are making good progress overall. A small minority of parents indicated that their children were not receiving a range of appropriate homework. Inspectors saw good examples of work completed at home, particularly in Reception and key stage 1. However, in key stage 2, homework is not used consistently well in a range of subjects, including mathematics and English. It does not prepare pupils for future learning and consolidate the skills they have been learning.
- Teaching assistants have benefited well from additional training, especially in the teaching of phonics. They are well respected by pupils and support good learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show good manners and courtesy to each other and the adults working with them. Pupils are pleasant, polite and keen to share their learning with visitors. Adults model courtesy and good manners at all times and pupils respond very positively.
- Leaders promote pupils' confidence, physical and emotional well-being successfully. All pupils spoken to during the inspection said that they were safe and enjoy school. At breakfast club, pupils behave well and are kept safe.
- Pupils said that bullying occurs, but is rare. A small number of parents believe bullying is not dealt with appropriately. The inspection team could find no evidence to support this view. Pupils are confident that bullying is not tolerated. They speak of the excellent support given by the pastoral team in 'sorting out stuff' for them if they have any concerns.
- Pupils enjoy the posts of responsibility offered to them. The school council, voted in by pupils, has requested better play facilities at lunchtime. Senior leaders have responded well to fulfil their requests. Pupils organised a mini election at the time of the general election. This is a good example of how the school promotes pupils' understanding of democracy.
- Pupils make a good contribution to their learning. Very occasionally, a few pupils lose concentration in lessons, but do not disturb others. From time to time, some pupils wait to be told what to do when they finish work rather than taking the initiative to find out what is required. Usually teachers spot these lapses and manage them well.
- Pupils understand how to use new technologies safely. The school has organised internet safety days for parents to support the safe use of technology at home. Those attending indicated that they benefited well, learning how to set protocols to stop any unwarranted access to unsafe sites. The school continues to encourage more parents to attend these sessions.
- Staff and parents believe that children are safe in school.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well inside school and in the playground. The school is a calm and orderly environment that is well respected by the pupils. Pupils respect the high-quality displays around the school that promote good learning. Corridors are bright and stimulating, and serve as a celebration of pupils' achievements and rewards. The school is free from litter.
- Pupils play well together and no one is left out. They socialise well together and keep the dining area clean and tidy. Pupils are well supervised and enjoy the company of adults, knowing they are well cared for.

- Parents make sure that their children are punctual to school. Pupils line up quickly at the end of lunchtime and are punctual to lessons.
- Attendance has improved this year and is average. The proportion of pupils often absent from school is average and decreasing. Some pupils are often absent because of medical conditions. There are good systems in place to make sure that pupils regularly absent from school are safe.
- Pupils enjoy the rewards they receive for good behaviour and good work. They are proud of their school and would recommend it to others.
- All staff, and a good proportion of parents, believe that behaviour is good.

Outcomes for pupils

Good

- Across the school, pupils' outcomes have improved to be good. Leaders' efforts to strengthen teaching have resulted in pupils making good progress, with some pupils making accelerated progress this year.
- Published information for 2016 shows that pupils at the end of Year 6 made average progress in reading, better than average progress in mathematics and much better progress than this in writing. From low starting points at the start of key stage 1, information shows that pupils made good progress. However, there was some concern that teachers had been too generous with the new assessment system.
- Current assessment at the end of Year 2 and Year 6 has been checked by a government organisation and found to be accurate. In 2017, attainment has improved in subjects, including mathematics and reading, which are subject to national testing at the end of key stage 2.
- Inspectors analysed current pupils' work across all year groups and found good progress being made in reading, writing and mathematics. They noted good progress in history and geography and a range of subjects. Writing is a particular strength of the school as it is well developed through many opportunities to write at length in a range of subjects. This is due to good leadership.
- The most able pupils, including the most able disadvantaged pupils, make good progress, because teachers have high expectations and set challenging work for them.
- Disadvantaged pupils are making good progress in reading, writing and mathematics. Differences in attainment between these pupils and others nationally are diminishing because of good support from teachers and teaching assistants. In key stage 2, differences are not diminishing swiftly enough in reading for disadvantaged, middle-ability boys. Additional reading sessions to accelerate progress have been introduced, but the impact of these has yet to be ascertained.
- Inspectors' analysis of the current work of those pupils who have special educational needs and/or disabilities shows that they make good progress. They are benefiting well from the additional support of teachers and teaching assistants as their needs are identified more precisely than in the past.
- Reading across the school is good and improving. In the most recent screening test for reading at the end of Year 1, attainment is well above the previous year's average outcomes. Inspectors saw impressive teaching of phonics, leading to good pupil

outcomes. Pupils say that they are inspired by reading and recognise that it is improving their spelling, punctuation, grammar and writing skills. Pupils are developing a good understanding of what they are reading. Challenging texts develop their skills of inference and deduction. However, disadvantaged pupils need to make better progress to develop these skills. Most pupils read at home regularly. The few pupils who do not read at home have additional support in school.

Early years provision

Good

- Children are safe and happy in the provision. There is a calm and purposeful environment where children settle well. During the past two terms, there has been significant investment in upgrading the provision. Children make good use of the high-quality resources available to them, both indoors and outdoors.
- Overall, children enter early years with skills that are below those typical for their age. Children make good progress from their starting points. They learn skills in Nursery that prepare them well for life in Reception. In Reception, they are well prepared for Year 1.
- Staff understand fully how young children learn. Staff use their skills well to plan a wide range of experiences that meet children's interests. They focus well on developing children's skills in speaking, listening, reading, writing and mathematics as well as children's personal development. As a result, children make progress quickly and show respect to adults and each other.
- Leaders check the quality of teaching thoroughly to ensure that it is good and leading to good outcomes for children. Currently, a senior leader oversees early years and key stage 1. The nursery leader is ready to lead early years provision from September. He has a deep-seated knowledge about how young children learn. He will be mentored by a senior leader to ensure that there is a smooth handover in early years.
- Staff track children's improving skills systematically. Information on the needs of individuals is recorded meticulously. This is used to ensure that all groups of children are making good progress, including disadvantaged children and those who have special educational needs and/or disabilities. Inspectors sampled children's work and confirmed that they are making good progress because of adults' high expectations.
- Differences between the attainment of disadvantaged children and others are diminishing. This could occur faster, with a sharper focus on disadvantaged children's reading, writing and mathematical skills in Reception.
- Children are able to access their own snacks and drinks without the need for adult supervision. Adults promote equality and encourage independence from the start. Positive attitudes are promoted well. Children listen well to adults, follow instructions and cooperate very well when learning together in small groups. The high-quality facilities and the spectacular displays enthuse and engage children in learning.
- Adults are very skilled in the teaching of early reading. All children enjoy learning about letters and sounds, which they use well to begin to read. Children are developing good skills in using letters and sounds to write well. Equally, they are developing a good understanding of mathematics.
- Parents are encouraged to play an active part in their children's development. Parents

value the very positive relationships with the dedicated staff in early years. After some time without home visits, these have been reintroduced and lead to children in Nursery and those who join in Reception getting off to a flying start.

- Children are safe in the provision. Staff have received appropriate training in first aid and the reporting of safeguarding matters. All of the appropriate safeguarding and welfare requirements are met.

School details

Unique reference number	139472
Local authority	North East Lincolnshire
Inspection number	10031974

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	662
Appropriate authority	The governing body
Chair	Wendy Prestwood
Headteacher	Tracey Roberts
Telephone number	01472 691887
Website	www.oldcleeprimaryacademy.co.uk
Email address	office@oldcleepa.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is much larger than the average-sized primary school.
- Three out of 10 pupils are disadvantaged and supported through the pupil premium. This is above the national average.
- Almost all pupils are White British. Exceptionally few pupils speak English as an additional language.
- One in 10 pupils has support for special educational needs and/or disabilities. This is average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.

- In the early years, children have part-time education in the Nursery and full-time education in Reception.
- The school manages an early morning breakfast club for pupils.
- The school has brokered support from a national leader of education at Humberston Church of England Primary School and from a local leader of education at Healing Primary Academy.
- There have been significant changes in staffing and leadership since the previous inspection. The headteacher was appointed from 1 September 2016 as were several other senior leaders.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Inspectors listened to groups of pupils reading.
- Throughout the two days of the inspection, inspectors spoke with pupils about their learning and safety, both individually and in groups.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- An inspector held a meeting with the chair of the governing body and one other governor.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors visited the school's breakfast club.
- During the inspection, almost all Year 6 pupils were participating in off-site activities.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of governing body meetings. Inspectors considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 51 responses to the online questionnaire for parents (Parent View), 53 responses to Ofsted's staff questionnaire and 19 responses to Ofsted's pupil questionnaire.
- During the inspection, inspectors spoke with parents at the beginning and the end of the school day. On the second day of the inspection, an inspector spoke with parents at one of the school's celebration assemblies.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
James Kilner	Ofsted Inspector
Lynn Kenworthy	Ofsted Inspector
Chris Cook	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017