

# England Lane Academy

England Lane, Knottingley, West Yorkshire WF11 0JA

## Inspection dates

13–14 March 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- The head of the academy and senior leaders have established a clear vision for school improvement. This is having a strong and positive impact on current pupils' progress in reading, writing and mathematics.
- The quality of teaching is improving across key stages. Teachers challenge and support pupils effectively, enabling the majority of pupils to make good progress in reading, writing and mathematics.
- Staff are skilled in the teaching of phonics. Pupils use and apply their phonics skills in reading and writing tasks increasingly well. Nevertheless, some pupils' spelling skills are less well developed.
- Leaders' actions have brought a marked improvement in attendance. Close monitoring and effective use of rewards and sanctions mean that no groups of pupils are currently disadvantaged by low attendance.
- Children make a good start in the early years. The good quality of teaching and leadership helps them to develop early skills. Over time, the proportion of children reaching a good level of development continues to rise.
- Governors know the school well and are clear about the priorities for improvement. They visit regularly and challenge leaders about the standards that pupils achieve. This enables governors to hold leaders to account effectively.
- Leaders are introducing approaches to mathematics teaching that are enabling more pupils to solve complex problems. On occasions, some pupils lack the basic mathematics skills to meet these new challenges.
- Pupils behave well. They are polite and welcoming to visitors. The headteacher has influenced marked improvements to behaviour that are recognised by the wider school community.
- Leaders have not developed the wider curriculum to enable pupils, particularly the most able pupils, to develop their knowledge and understanding in sufficient depth. Pupils do not apply their reading, writing and mathematical skills fully in subjects other than English and mathematics.
- Some pupils have a more limited understanding of faiths and cultures other than their own. While pupils' social and moral development is strong, their cultural and spiritual experiences are not as well developed.

## Full report

### What does the school need to do to improve further?

- Enhance the effectiveness of leadership across the wider curriculum by:
  - working with subject leaders to develop the wider curriculum so that pupils, particularly the most able pupils, acquire deeper knowledge and skills across a wider range of subjects
  - providing opportunities to enrich pupils' cultural and spiritual experiences.
- Improve the quality of teaching and learning by:
  - providing pupils with meaningful opportunities to apply their reading, writing and mathematical skills in subjects across the curriculum, including science
  - developing effective strategies to improve pupils' spelling
  - improving the quality of pupils' writing in subjects other than English
  - improving the basic mathematics skills of those pupils with gaps in their knowledge and skills to enable them to solve increasingly complex problems.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The head of the academy has had a significant influence on improving the school. He has high aspirations for pupils and clearly models his expectations to bring about the high-quality teaching and learning that are improving pupils' outcomes.
- Leaders at the school, in partnership with colleagues from across the trust, have worked effectively to improve outcomes and the quality of teaching and learning. They have provided high-quality training opportunities for teachers and teaching assistants that have improved teaching and learning, particularly in reading, writing, mathematics and in the early years.
- The head of the academy knows the school exceptionally well. He works closely with other leaders to address improvement priorities. This is demonstrated by the recent improvements in the quality of pupils' writing across classes. Leaders' monitoring of teaching and learning is thorough and accurate.
- The leadership of provision for pupils with special educational needs and/or disabilities (SEND) is effective. The special educational needs coordinator is supported by an experienced colleague from the trust. Teachers are helped to identify pupils' needs swiftly. Teaching assistants are well deployed and receive regular high-quality training so that they can meet pupils' diverse needs. Pupils' steps of progress are measured regularly in partnership with parents and carers. Additional funding is used well to ensure that pupils with SEND thrive in their learning and personal and social development.
- Pupil premium funding is used effectively to reduce barriers to learning that may be experienced by disadvantaged pupils. Through a thorough scrutiny of disadvantaged pupils' needs, leaders provide social and academic support that is contributing to stronger progress for pupils. Leaders offer a breakfast club for disadvantaged pupils that is contributing to improvements in attendance and punctuality. The effect of pupil premium funding is evaluated carefully and reported to governors.
- Leaders use sports funding well to enhance the specialist teaching of physical education and improve the subject knowledge of teachers. Pupils participate in a wide range of activities and clubs after school, including tennis and hockey. The school has developed links to professional sport with local teams. For example, the success of one past pupil in national football is used to encourage participation and motivate others.
- The curriculum is broad and balanced overall. Leaders, and staff, ensure that pupils access a variety of meaningful learning experiences. However, some subject leaders have not developed the curriculum sufficiently to enable pupils to deepen their subject knowledge, particularly in science, resulting in gaps in pupils' knowledge. In addition, there are limited opportunities for pupils to use their reading, writing and mathematical skills in a wide range of subjects.
- Pupils' spiritual, moral, social and cultural development is good overall, although some aspects of pupils' spiritual and cultural awareness are less well developed.
- Fundamental British values, such as respect, democracy and perseverance, are well promoted through assemblies, class discussion and displays. However, pupils'

knowledge and understanding of world faiths and other cultures are less secure. Leaders ensure that the curriculum enables support for several local charities. For example, books have been provided for children who are staying in hospital.

## **Governance of the school**

- Governors set a culture of high aspirations and respect for others. They share the head of academy's passion to improve outcomes for pupils and use their role to reinforce the high-quality relationships between adults and pupils.
- Governors have a secure understanding of school strengths and areas for development. They are well informed by school leaders. Governors' extensive experience is used well and enables them to ask probing questions. They follow these up with visits to the school to find out for themselves what it feels like to be a pupil at England Lane Academy. Their scrutiny makes an important contribution to school improvement.
- Governors are rightly proud of the plans to build a new school. They have worked with school leaders to ensure that the purpose-built facilities meet their high aspirations for England Lane Academy and the community it serves.
- Governors have the necessary training and expertise to meet their statutory obligations. They fulfil their obligations with diligence, for example when checking the school's safeguarding systems and procedures.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have established a strong culture of safeguarding. All staff recognise that it is their responsibility to be vigilant for issues which may affect pupils' safety and welfare. Safeguarding procedures are clear, and staff at all levels understand how to report any concerns they might have. Leaders check the suitability of staff to work with children and maintain these checks, and records of other safeguarding issues, in a secure manner.
- Leaders and staff know pupils and their parents well. Leaders are available at the school entrance at the start of the school day, enabling them to resolve any minor concerns swiftly. Leaders show tenacity in pursuing concerns over pupils' welfare and in working with external partners to ensure that children are safe. Serious issues are dealt with promptly and appropriate involvement of outside agencies is requested. On occasions, when external partners do not offer the timely support that leaders expect, leaders are tenacious in pursuing matters to ensure that pupils are safe.
- School leaders ensure that pupils' safety is equally well managed in the breakfast and after-school clubs.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching and learning in each key stage is good. Pupils make good or better progress from their different starting points in reading, writing and mathematics.

Teachers use assessment well to plan tasks that match the needs and interests of most groups of pupils.

- Teachers and teaching assistants have strong relationships with pupils. Expectations of what pupils can and should achieve have been raised since the previous inspection. Teachers and assistants ask questions which develop pupils' thinking and routines are embedded well. Teachers plan reading, writing and mathematics lessons well and apply their secure subject knowledge. Teachers and teaching assistants keep pupils engaged and use learning time purposefully.
- Teachers enable pupils of all abilities to read well and have generated an enthusiasm for reading. The most able readers read challenging books with confidence and understanding. Lower-ability pupils and pupils with SEND are confident in using strategies to help them when they get stuck on an unfamiliar word. Pupils read to inspectors with fluency and understanding.
- Leaders have revised their approach to the teaching of writing since the last inspection. There are increasing opportunities for pupils to practise their writing skills and to write at length in English lessons. Teachers model good sentence structure and provide regular opportunities for pupils to develop a breadth of vocabulary. As a result, work in pupils' books shows that standards of writing are improving. However, the teaching of writing in subjects other than English is inconsistent, while standards of spelling are variable.
- Leaders place high importance on the development of children's early reading. Teachers and teaching assistants model sounds in phonics accurately because of the effective training they have received. Adults spot pupils' misconceptions quickly and intervene when required. Extra lessons to help some pupils to catch up are successful. Pupils now respond well to the daily phonics teaching they receive. Books are matched accurately to pupils' phonics knowledge. Pupils routinely reread books to improve their fluency.
- In mathematics, teachers are enabling increasing proportions of pupils to solve more complex problems and discuss the reasons for their solutions with their peers. This is increasing pupils' progress and degrees of challenge. Some pupils lack the basic mathematical skills to solve these more challenging tasks and are moved on to new tasks too quickly by their teachers. Opportunities for all pupils to apply their mathematics skills in other subjects, such as science, are less well developed.
- Teachers provide feedback in line with the school's policy. Pupils receive timely guidance on how to improve their work, although leaders accept that some interventions to improve pupils' written work are less effective.
- Teachers are quick to spot when some pupils have misunderstood what has been taught. They provide a timely commentary to these pupils about their work, often on the same day. As a result, most pupils' misconceptions are addressed, and their understanding improves.
- Current parents are happy with the teaching at the school. Most parents who responded to Ofsted's online survey, Parent View, agreed that their children are making good progress in their learning.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Most pupils confidently contribute to class discussions. Pupils who spoke to inspectors were extremely proud to attend England Lane Academy.
- Leaders and teachers provide a range of extra-curricular activities, including art and sport-based clubs. This contributes towards the development of pupils' physical well-being. Football and multi-sports clubs are very popular with pupils.
- Inspectors spoke to several pupils during the inspection. They all said that bullying was rare and, when it did happen, it was dealt with quickly and effectively. Older pupils recognised that pupils' relationships with one another had markedly improved since the arrival of the current head of academy. However, a small proportion of parents who responded to the online Ofsted survey did not share this view.
- Pupils understand how to stay safe on the internet. They recognise the importance of personal privacy and keeping their passwords secure. They also told inspectors about the work they do to keep themselves safe outside of school, such as learning about road safety. Special lessons about food choices enabled pupils to understand the health risks associated with eating a diet high in sugar or fat.
- The school promotes social and moral values effectively. These expectations are woven throughout school life. Older pupils have opportunities to take responsibility and support the running of the school. Consequently, these pupils demonstrate respectful and tolerant attitudes, setting a good example for their younger friends.
- The school's spiritual and cultural curriculum is less well developed. Opportunities to learn about faiths and cultures represented in modern Britain are less prominent and opportunities for personal reflection and thought are sometimes missed.
- Staff and governors are conscientious in carrying out their responsibility to ensure that the school provides a safe, nurturing environment in which pupils can thrive and succeed.

### Behaviour

- The behaviour of pupils is good.
- Most pupils behave well and enjoy school. Pupils are well prepared for their lessons and show positive attitudes towards their learning. The number of exclusions has fallen sharply, with no exclusions for over a year. Pupils move around the school in a calm and orderly manner, holding doors open and politely welcoming visitors.
- Pupils have a clear understanding of the school's rewards and sanctions system. Year 6 pupils proudly manage the reward shop in school and diligently administer reward points for their younger friends who have demonstrated 'green' (good) behaviour. Older pupils take such opportunities for responsibility seriously and enjoy the contribution they make to the smooth running of the school.
- Leaders' stronger focus on improving attendance is leading to a sharp improvement in

pupils' attendance. They have developed effective systems to track attendance. Leaders work closely with families to address any issues and provide support where needed. As a result, attendance is now in line with the national average.

## Outcomes for pupils

**Good**

- The progress made by Year 6 pupils in reading, writing and mathematics at the end of key stage 2 improved sharply in 2018. The proportions of Year 6 pupils achieving the expected and higher standards in reading, writing and mathematics were above the national averages, an increase from 2017.
- At the end of key stage 2 in 2018, pupils with SEND made improved progress in reading, writing and mathematics. In addition, disadvantaged pupils made better progress than other pupils nationally in all areas. These pupils are continuing to make good progress.
- Leaders have strengthened the curriculum in response to weaker outcomes at key stage 1. They have raised teachers' expectations of what pupils should achieve in Year 1 and Year 2. As a result, current pupils are making good progress. The proportion of pupils in key stage 1 on track to reach age-related expectations has sharply increased.
- Typically, the proportion of pupils who reach the expected standard in the Year 1 phonics screening check is similar to the national average. In 2018, the proportion of pupils reaching the expected standard fell below the national average. Because of improved teaching, current pupils use their phonics knowledge well when reading. Assessment information shows that current pupils are better placed to achieve the expected standard than at the same time in previous years.
- Leaders' tracking of pupils' progress and attainment from early years to Year 6 is rigorous and informative. This information, confirmed by the thorough checks of pupils' work carried out by inspectors and senior leaders, demonstrates that current pupils make strong progress in reading, writing and mathematics.
- Good leadership and effective teaching in the early years have enabled the proportion of pupils reaching a good level of development to be in line with that seen nationally. This represents good progress for children from their starting points.

## Early years provision

**Good**

- Children join the school with knowledge and skills that are below those typically expected for their age. Where gaps are identified, for example in language and communication, children are supported to catch up. Adults extend and challenge children's ideas through their conversations and immerse them in increasingly rich language. This encourages children to develop their vocabulary.
- The leadership of the early years is good. With effective support from a director of learning, leaders have trained staff and increased expectations of what children can achieve. Children's outcomes continue to improve and, in 2018, the proportion of children, including disadvantaged children, achieving a good level of development was similar to the national average.

- Leaders ensure that the early years curriculum is engaging and exciting. Activities are well matched to most children's needs and interests. There are many opportunities for children to revisit and practise learning across a range of areas. Because of this, children's knowledge and understanding are built effectively and remembered over time.
- The quality of teaching and learning is good. Staff successfully model language and vocabulary while interacting with children. Teachers and teaching assistants use questioning effectively to encourage children to explain their thinking, such as asking them, 'Where is the jungle?'
- Teachers set up the learning environment, both indoors and outdoors, purposefully to develop children's skills across different areas of learning. Children access many varied opportunities to practise and develop their basic skills. For example, they practise their reading, writing and number skills while reading the labels on resources in the art area, writing sentences about their chosen animal or noting their observations about objects that float or sink.
- Teachers and teaching assistants provide personalised support for children with SEND and adapt the curriculum to meet their needs. The organisation and layout of the early years environment enable some children to self-regulate their behaviour safely before staff reintegrate them to learn with their peers. Adults strive to include all children in learning and play.
- Children listen and behave well. Staff establish clear routines and spend considerable time developing children's personal, social and emotional skills. As a result, children share, take turns and are increasingly confident about tackling work independently. Children greet visitors to the early years appropriately, saying 'Good morning' or by offering a formal handshake.
- Leaders develop effective partnerships with parents. Parents have opportunities to visit school and see learning in action. Using an online system, they make contributions to the assessments made of their children. Leaders invite parents into school to 'stay and play', seizing important opportunities to help parents with children's learning. Parents said that they appreciate the work that the school offers to families when their children start school.
- Safeguarding is effective in the early years. Staff are well trained and knowledgeable, including in first aid. Children are encouraged to take appropriate risks. Some children complete a simple risk assessment check list to help them understand the importance of being safe. A group of children designed an obstacle course outdoors, forming their own rules, taking turns and helping one another to lift heavier objects. Adults encourage children to be independent and take responsibility.



## School details

Unique reference number	140333
Local authority	Wakefield
Inspection number	10059066

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	Board of trustees
Chair	Pam Smith
Head of academy	David Irving
Telephone number	01977 722 440
Website	<a href="http://www.elacademy.org.uk/">www.elacademy.org.uk/</a>
Email address	<a href="mailto:info@elacademy.org.uk">info@elacademy.org.uk</a>
Date of previous inspection	11 October 2016

## Information about this school

- This school is smaller than the average-sized primary school. It opened in December 2013 as part of the School Partnership Trust Academies, which became known as Delta Academies Trust. The trust has overall responsibility for governance and delegates some powers to a local advisory board.
- There have been a considerable number of changes in leadership and staffing since the last inspection. The head of the academy has been in post since February 2018 and is supported by an executive principal from the trust. Two directors of learning, also from the trust, provide regular support to school leaders.
- Following concerns about the suitability of the school building, a new build is under way on-site and is scheduled to open in the autumn of 2019.
- The proportion of pupils supported by pupil premium funding is higher than that found in most schools.
- The proportion of pupils with SEND is above the national average.

- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is lower than the national average.
- The school provides full-time early years provision in the Reception class and part-time education for those in the Nursery.
- The school operates breakfast and after-school clubs on the school premises. Inspectors considered the effectiveness of this provision as part of the inspection.

## Information about this inspection

- The inspectors held meetings with the head of academy and other key leaders.
- The lead inspector spoke with three members of the academy advisory board, including the chair. He also met with a senior representative of Delta Academies Trust.
- The inspectors made visits to classrooms on both days of the inspection. Some of these visits were undertaken jointly with the head of academy.
- The inspectors scrutinised a wide selection of pupils' books from different subjects. This was carried out during visits to classrooms and in a formal work scrutiny of pupils' books with leaders.
- The inspectors spoke to pupils formally and informally. A group of pupils met with an inspector to discuss their experiences of school. Another group of pupils accompanied an inspector on a walk around the school. A number of pupils read to the inspectors. The inspectors observed behaviour in classrooms, in corridors, in the dining hall at lunchtime and outside on the playground.
- An inspector attended an assembly.
- An inspector visited the breakfast and after-school clubs and talked to parents before school.
- The lead inspector also considered the 133 responses to Ofsted's online questionnaire, Parent View.
- The lead inspector considered the nine responses to the staff questionnaire. There were no responses to the pupil questionnaire.
- Various school documents were scrutinised, including the school's self-evaluation, the school development plans, records of monitoring and minutes of advisory board meetings. Information about pupils' progress, behaviour, attendance and safety was also analysed and discussed with school leaders.
- Documents relating to safeguarding were checked and the lead inspector looked at published information on the school's website.

## Inspection team

Jonathan Chicken, lead inspector	Ofsted Inspector
James Reid	Ofsted Inspector

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