

# Inspection of Wybers Wood Academy

Timberley Drive, Grimsby, North East Lincolnshire DN37 9QZ

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Inspection dates: 11–12 February 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

This is a welcoming school. The recent changes senior leaders have made to the behaviour system have had a positive impact. Behaviour has improved. Pupils are polite and respectful to adults and each other. Everyone understands what bullying is, and if it happens, staff sort it out.

There are high expectations for what every pupil can achieve. Pupils say teachers are kind, help them to learn and teach them interesting facts.

The broad range of after-school clubs are well attended, and pupils enjoy taking part. Some pupils are members of a physical education support team. They value their role in helping other pupils to take part in sports.

Pupils say that they feel safe. They are taught how to recognise potential risks in different situations. They show a good understanding of the work they have done on road safety and stranger danger. Internet safety is a key feature of using computers and the internet. Pupils know not to give out information about themselves.

Parents and carers who made their views known during the inspection are mostly positive about the school. Some families are given pastoral support. They appreciate this help.

## **What does the school do well and what does it need to do better?**

In early years, children show high levels of confidence in listening and following instructions. The provision encourages children to develop independence. Adults interact well with children. They know when to intervene with skilful questions and when to step back.

Most pupils are learning and remembering phonics well. Adults teach the small number of pupils who need to catch up in a consistent and effective way. This means that most pupils gain the skills they need to become fluent readers. From the early years onwards, teachers link phonics to writing. For example, most children in Reception spell and write words such as 'jam' with ease. Leaders are supporting teachers to make lessons even more engaging.

Reading has a high priority. Pupils in key stage 2 like their reading books. Book corners and the library areas are used well. Pupils enjoy opportunities to talk about books together. The newly introduced reading reward system motivates pupils to read. They exchange points for a bronze, silver and a gold badge, or even a book token.

In mathematics, pupils enjoy working through different challenges. They complete questions to allow teachers to check understanding. Once fluent, pupils move on to the next appropriate challenge. Teachers provide the support pupils need to start to work independently.

Senior leaders are also making improvements in other subjects. In science, pupils can remember facts and build on their learning, year on year. However, it is not clear what pupils need to achieve at the end of each year group in some subjects. For example, in art and physical education, the order for teaching skills is not always clear. The teaching of knowledge in some subjects is not always specific to the subject. Yet, it is clear from leaders' actions that they are tackling this and are developing a well-sequenced curriculum.

Pupils can talk about different religions. They know some of the things you might undertake if you are a Muslim, for example visiting Mecca. Pupils are aware of the contributions made to society by prominent figures such as Martin Luther King. They understand the importance of listening to others and being able to vote for what you believe in.

The leaders for pupils with special educational needs and/or disabilities (SEND) have an effective system to identify needs. Most teachers know how to adapt their teaching for these pupils. In lessons and with individual support, pupils build their knowledge. Teaching assistants engage well with pupils.

Pupils show good understanding of the behaviour policy. Most pupils are well behaved. However, a small minority of pupils with SEND do not have the support they need to manage their behaviour.

Leaders in the multi-academy trust challenge and support school leaders through focused meetings. Current board members are supportive of the changes leaders are making, especially in the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Records are well kept. All staff have had up-to-date nationally required training. Staff are aware of the context of their school. In the curriculum, personal, social and health education lessons are taught flexibly to meet this need. Outside agencies deliver useful parent workshops. An online safety workshop day helps staff, parents and children know how to stay safe online. Police community support officers present assemblies to support safeguarding.

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

### **(Information for the school and appropriate authority)**

- Some adults who support pupils with SEND are not well trained. They do not have the skills needed to support some pupils to help them to behave well. Senior leaders must make sure that records of pupil behaviours are kept and analysed. Leaders then need to use this information to address training needs as a matter of urgency.

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about. Current outline plans show what must be taught in each year group. However, in some subjects, these need to be expanded upon so that they give more detail and make the sequence of learning clear.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	138975
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10134910
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	403
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Spendlow
<b>Headteacher</b>	Teresa Rouse
<b>Website</b>	<a href="http://www.wyberswood.org.uk/">www.wyberswood.org.uk/</a>
<b>Date of previous inspection</b>	21–22 June 2016, under section 5 of the Education Act 2005

## Information about this school

- The new headteacher has been in post since the beginning of January 2020.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, subject leaders and other staff. An inspector met with members of the advisory board and the deputy chief executive.
- We looked in detail at five subjects – reading, mathematics, science, art and physical education. We visited a range of lessons with senior leaders. We also met with teachers, curriculum leaders and pupils, and looked at a sample of pupils' work in these subjects.
- We met with leaders with overall responsibility for safeguarding and looked at school records. We also scrutinised the single central record.
- Throughout our time in the school, we spoke informally with parents and we looked at 111 responses to Parent View. We also spoke to 34 pupils.

## **Inspection team**

Lesley Allwood, lead inspector

Ofsted Inspector

Gerry Wilson

Ofsted Inspector

Chris Pearce

Her Majesty's Inspector

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