

Inspection of Strand Primary Academy

Strand Street, Grimsby, North East Lincolnshire DN32 7BE

Inspection dates: 19 May and 16-17 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Pupils like being in this school. They told inspectors that they feel safe and that they have lots of friends. Everybody has high expectations of behaviour. Pupils speak enthusiastically about the system 'good to be green'. Pupils say behaviour is good. Pupils display respectful and kind behaviour at different times of the school day. Relationships are positive, right from the early years. Early years children are happy and relaxed. They enthusiastically talked about how they had 'gone on a bear hunt' and used the words they had been taught to talk about the chicks in their room.

Although some systems for rewards are currently hindered by the pandemic, pupils said how much they look forward to these, such as afternoon tea with their parents. Leaders ensure that pupils have rich experiences beyond the normal curriculum. For example, they have invested in a setting in the Yorkshire Dales, with plans for pupils to have a residential experience and work towards their junior Duke of Edinburgh's Award.

Pupils take on roles of responsibility with pride. They are good ambassadors for the school. Pupils know exactly what their job is for the different roles, such as playground buddy, reading ambassador and eco warrior.

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

Leaders in this school, at all levels, are exceptionally effective. They know what their roles and responsibilities are. Improvement has taken place at a remarkable pace.

Senior leaders have a rigorous and systematic approach to quality assurance, accountability and staff development. Challenge and support can be seen at all levels. Staff receive continuous professional development. For example, they meet other subject leaders in other schools in the trust and take part in external training events regularly. Those who are leading subjects well help others to quickly improve. Eighteen members of staff responded to the Ofsted questionnaire. All of these, and everyone who spoke to inspectors during the inspection, including the newly qualified teachers, were one hundred per cent complimentary about the leadership in the school.

Leaders have planned the curriculum well. There is a clear structure across lessons and subjects from early years to year 6. Leaders have made sure that the curriculum is ambitious and sequential. They plan subjects so that what pupils learn will help them understand what they will learn in the future. For example, in mathematics, pupils from early years to year 6 were learning about multiplication. It was clear how the lessons became more complex for older pupils.

Learning to read well is prioritised and expectations are high. The use of libraries, reading 'nooks' and the displays of books presented at every opportunity, including in early years, create the impression of stepping into a book when you visit this school. A consistent teaching approach, with skilled well-trained staff, helps pupils

learn to read. There is a systematic approach to teaching phonics and a strong focus on developing a rich vocabulary across the school. Early years staff recognise the particular importance of quickly developing younger pupils' vocabulary.

The curriculum for subjects other than English and mathematics is quite new. This means pupils are not as good at remembering and explaining what they have learned in these subjects. Therefore, teachers are having to ensure that they revisit knowledge more often and make sure it is securely remembered by pupils.

The needs of pupils with special educational needs and/or disabilities (SEND) are considered carefully when teachers plan this rich curriculum. Teachers have high expectations for these pupils. They access the same curriculum but with tasks and activities tailored to meet their specific needs. For example, pupils were using drama to allow them to show that they understood what the word 'fear' meant.

A consistent and thorough approach to checking what pupils have remembered is used across the school. All staff are involved in this process. For example, lunchtime staff use quiz cards and teaching staff use strategies such as 'feed forward' books. Same-day interventions take place to make sure pupils understand what they have learned that day. Any misunderstandings are immediately addressed.

Leaders have ensured that during any periods of remote learning the curriculum is as close as possible to the one being taught in school. Leaders prepared pupils well for remote learning. For example, teachers practised 'virtual' lessons in school so that pupils could manage this confidently when at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff and pupils know exactly what to do if they have any concerns. They know that their opinion will be valued. Staff are well trained and informed about safeguarding. Record-keeping is well organised and informative. The designated safeguarding lead works with external agencies and key personnel in the trust to ensure that appropriate support is given to children and families.

Pupils told the inspectors about lessons that have helped them think about mental health issues. Displays in school encourage pupils to speak out about personal issues if they need to. These messages are reinforced by staff and in lessons. Pupils told inspectors that if something or somebody is making them feel uncomfortable, they know they could and should speak to an adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The development of the foundation subjects is at an earlier stage than that of English and mathematics. Consequently, pupils' knowledge in these subjects is

not as firmly embedded in their long-term memory. Pupils are not yet able to confidently draw conclusions about what they have learned. Leaders must ensure that knowledge learned in foundation subjects is secure, so that pupils can answer 'why' questions and make causal links.

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 [here](#).

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

Unique reference number	138866
Local authority	North East Lincolnshire
Inspection number	10184226-2
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	147
Appropriate authority	Board of trustees
Chair of governing body	Mark Rushby
Principal	Laura Snow
Website	www.strandpa.org.uk
Date of previous inspection	18 December 2019 under section 8 of the Education Act 2005

Information about this school

- Strand Primary Academy is smaller than the average-sized primary school. It is part of the Delta Academies Trust.
- The school has an Academy Advisory Board (AAB), which is accountable to the Delta board of directors for scrutinising the work the school does.

Information about this inspection

Inspectors carried out this inspection under section 8 of the Education Act 2005. Inspectors deemed the inspection a section 5 inspection under the same Act.

- Inspectors met with senior and middle leaders during the inspection. They spoke to most teaching staff as well as teaching assistants and lunchtime staff.
- Inspectors completed deep dives in art, science, reading, writing, history and mathematics. They met with pupils and subject leaders in these subjects. Inspectors observed lessons, spoke to teachers and considered the work in pupils' books.

- The lead inspector met with representatives of the Delta Trust and members of the AAB.
- Inspectors considered a range of documentation, including safeguarding information, minutes of meetings, action plans and curriculum plans.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

Alex Thorp

Her Majesty's Inspector

Andrew Cummings

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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