

Inspection of a good school: The Utterby Primary Academy

Utterby, Louth, Lincolnshire LN11 0TN

Inspection date: 30 November 2021

Outcome

The Utterby Primary Academy continues to be a good school.

What is it like to attend this school?

In this small rural school, pupils say that everyone is kind. They enjoy coming to school because it is a 'good place to be'. They are polite and well mannered. They told inspectors that they respect their teachers and know that their teachers respect them, too.

Leaders are determined that pupils will enjoy a variety of visits. All pupils enjoy a range of after-school activities, including some that are held at a linked school. These include sports competitions and learning French.

Pupils respond well to routines and instructions. Bullying is rare. Pupils understand the school rules, and they commented on how issues are 'sorted straight away'. They know who to go to when they need help. Pupils understand how to stay safe in various situations, including online.

Parents and carers are overwhelmingly positive about the school. They commented on how the school has a 'family feel' and helps their children reach their full potential.

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

Leaders have prioritised curriculum development and reading. They have revisited curriculum plans to check whether pupils are given opportunities to build knowledge over time. In all subjects, leaders have identified the end points that pupils should achieve. Leaders are ensuring that all curriculum plans identify the small steps needed for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve these end goals.

In religious education, teachers use the curriculum plans to ensure that the learning is appropriate. Teachers provide pupils with opportunities to discuss their understanding and develop their vocabulary. For example, pupils developed their understanding of the significance for Christians of advent calendars and symbolism in biblical stories. Pupils visit different places of worship and welcome visitors of other faiths to school. They reflect on

how different communities and faith groups may differ to their own. However, pupils' understanding of ideas such as rule of law, liberty and democracy are less well developed.

Some curriculum plans are not well detailed. They do not help teachers to identify and make checks on the small steps in knowledge needed to help pupils reach the end goals set by leaders. Some do not show how pupils' learning builds on their experiences in the early years.

Reading is given high priority in school. Teachers ensure that pupils in the early years listen to stories every day. They use puppets and role play to retell and develop their language. Leaders have developed a community library to ensure that pupils have access to high-quality books at home. Pupils at the early stages of learning to read do not always receive books that are well matched to their needs. Sometimes, adults do not precisely model the sounds that pupils should learn. Leaders are in the process of implementing a new early reading programme. All staff will receive additional training to deliver the new programme. The trust has supported the school in ensuring that new reading books link to the sounds pupils learn.

Leaders support pupils to understand the impact of their words and actions on others. They help pupils to develop strategies to deal with different emotions. They identify and support pupils who need help with their well-being and emotional and mental health. Leaders support families who need additional help to ensure that their children attend school every day.

All staff value the training opportunities provided by school leaders. They appreciate having their views listened to. Staff value the actions leaders have taken to help their well-being and workload.

In discussion with the headteacher, the inspectors agreed that early reading and curriculum planning may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils and families well. Staff are quick to respond to concerns, however small. Leaders ensure that staff receive regular training to ensure that pupils are safe. All staff, including those who deliver before- and after-school care, know the procedures for reporting concerns. Leaders, including those at trust level, make sure that all records and procedures for safeguarding are checked regularly. Leaders work with external agencies to ensure that families get the support they require.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils at the early stages of reading do not always receive the most effective teaching methods to help them read quickly and accurately. Sometimes, pupils receive books

that are not well matched to their ability. This means that some pupils do not learn to read quickly and precisely. Leaders need to ensure that the new phonics programme is implemented consistently and systematically. They should ensure that all staff receive training and support in teaching the new programme.

- Some curriculum plans do not clearly set out the key knowledge that all pupils, including those in the early years and those with SEND, need to know and remember. Therefore, pupils do not receive precisely focused teaching that enables them to reach the end goals that leaders have set. Leaders should ensure that all curriculum plans set out what all pupils should know in all subjects, in what order, from the early years to Year 6.
- Pupils' understanding of fundamental British values is less developed than other aspects of their personal development. Pupils do not have an in-depth understanding that prepares them for life beyond school. Leaders should ensure that pupils have opportunities to deepen their understanding of concepts such as rule of law, democracy and individual liberty in order to prepare them for life in modern Britain.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2016.

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 information from Ofsted Parent View 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

| | |
|---|--|
| Unique reference number | 139885 |
| Local authority | Lincolnshire |
| Inspection number | 10199834 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 64 |
| Appropriate authority | Board of trustees |
| Chair of trust | David Hall |
| Headteacher | Tom Hawkins |
| Website | www.utterbyprimaryacademy.org |
| Date of previous inspection | 14 June 2016, under section 8 of the Education Act 2005 |

Information about this school

- Since the last inspection, there has been significant restructuring to governance. The executive headteacher started in January 2019 and leads over two schools in the academy. Some leaders work across both schools.
- The school is part of the Academies Enterprise Trust.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their school evaluation.
- Inspectors met with senior leaders, including representatives from the local governing body and the board of trustees. A meeting was held with the school's special educational needs and/or disabilities coordinator.

- The inspectors met with the headteacher, trust leaders, senior leaders, the special needs coordinator and curriculum leaders.
- Inspectors looked closely at the quality of education in early reading, mathematics and religious education. This involved speaking with leaders, staff and pupils. The inspectors visited lessons and reviewed samples of pupils' work. Subject plans for history and physical education were also reviewed.
- The inspector considered a wide range of documents, including those relating to safeguarding, behaviour and minutes from governing body meetings. Meetings were held with pupils and staff to evaluate the school's safeguarding culture. Pupils' behaviour in lessons and around school was considered.
- The inspector considered the views of parents and pupils shared through the Ofsted surveys. Views were also gathered by meeting staff, pupils and parents during the inspection.

Inspection team

Shaheen Hussain, lead inspector

Her Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022