

# Inspection of an outstanding school: Wyberton Primary Academy

Saundergate Lane, Wyberton, Boston, Lincolnshire, PE21 7BZ

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Inspection dates:

1 and 2 December 2021

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

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

Pupils enjoy coming to school. They are enthusiastic learners. Teachers make learning meaningful and interesting. Positive relationships create a nurturing atmosphere. Staff and pupils feel valued for who they are and what they can achieve. Pupils speak fondly of their teachers and teaching assistants.

Leaders have high expectations for all pupils. The curriculum is ambitious and designed to broaden pupils' understanding of the world. Pupils enjoy a wide range of activities and experiences. They can enjoy keeping bees, engage in business and enterprise activities and take part in enquiry-based learning projects. They are proud to represent the school in a variety of roles.

Teachers provide highly effective guidance to help pupils manage their behaviour. Pupils are respectful and courteous. They listen well in lessons. Incidents of bullying are rare. Pupils learn about good mental health and develop resilience. They understand the techniques they can use if they feel anxious. 'Worry monsters' and 'calm walls' help them to communicate their worries to adults.

The school is well supported by parents. They typically praise staff who they say, 'genuinely care about the children and families that attend the school. Nothing is ever too much trouble. Staff are always approachable, friendly and helpful.'

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

Leaders have reviewed the curriculum. It is broad and exciting. Leaders have thought carefully about how each subject can inspire and interest pupils. Subjects and topics of learning link together. Pupils enjoy exploring subjects through key enquiry questions.

Teachers help pupils to remember important language and build on previous knowledge. Pupils are eager to learn.

Leaders aim for the curriculum to be purposeful and aspirational for all pupils. This includes those with special educational needs and/or disabilities (SEND). Their intent is for pupils to be caring, creative, critical thinkers, who can communicate and collaborate effectively. Pupils apply their knowledge and skills to create real life products and artefacts. These are displayed in school or used in business ventures. For example, pupils make wax candles and honey gathered from the beehives they keep in the school grounds. They sell these products to raise money for the school.

Teachers plan specific occasions for pupils to recall the knowledge that they need to remember. They help pupils to make links between learning in different contexts. For example, pupils use their knowledge of the first World War to help them understand the novel 'War Horse' which is set in this period. Teachers are knowledgeable about the subjects they teach. They address pupils' misconceptions promptly. They ensure pupils with SEND are well supported. These pupils benefit from well-thought-out-teaching strategies, which make learning accessible. Staff provide extra resources and support. Pupils with SEND can achieve success and make good progress.

In some subjects, the curriculum is not as coherently planned and sequenced as it could be. All subjects are planned to show how pupils will develop skills over time. Some subjects show how knowledge builds, so that it is clear what pupils should know and remember. Yet, in other subjects it is not clear how pupils will develop specific knowledge over time.

Leaders prioritise reading. Children start to learn to read from the early years. Staff promote a love of reading across the school. Teachers constantly encourage pupils to think deeply about the vocabulary they read and use. Adults provide extra phonics lessons to support pupils who struggle to read. Pupils can talk enthusiastically about books written by their favourite authors. They enjoy reading different genres. They appreciate that they read, 'in every lesson and every day'. They listen to adults read stories. Teachers make sure pupils understand the vocabulary they read. Children in the early years enjoy a range of songs, stories and rhymes. Staff support children to develop their communication and vocabulary skills well.

The teaching of phonics is not consistent. Some pupils in the early stages of reading do not receive the specific support with phonics they need. Sometimes, the books pupils read do not match the sounds they know. Leaders plan to introduce a new approach to teaching phonics in the coming term.

Pupils behave very well. The school is a calm purposeful environment. Celebrations of pupils' achievements and learning journeys are everywhere. Relationships between pupils and staff are strong.

Pupils enjoy a rich variety of wider curriculum experiences and opportunities. They can learn musical instruments, take part in enterprise activities and play sports. They

investigate different future career pathways. Curriculum trips extend pupils' knowledge of the world beyond their local community. These include theatre and art gallery visits.

In discussion with the headteacher, the inspectors agreed that the curriculum, and the teaching of phonics may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

The welfare and safety of pupils is high priority for leaders and staff. Pupils learn about potential risks to their safety, including online safety. Staff know what to do if they have a concern about pupils' well-being. Leaders respond promptly to manage safeguarding concerns and get appropriate help. They work effectively with external agencies to support pupils and their families.

Trustees maintain good oversight of safeguarding arrangements. Staff receive appropriate safeguarding training. The recruitment of new staff is well managed. The necessary checks are made before staff, including supply staff, start working in school.

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

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

- There is a structured programme in place to teach phonics. However, the teaching of phonics is not consistent, particularly for those children in the early stages of reading. Leaders should ensure a consistent approach to the teaching of early reading, by implementing a systematic synthetic programme to teach phonics.
- Leaders have made changes to the curriculum in recent years. They ensure that curriculum plans start in the early years and build learning to Year 6. Some subjects including reading, science, art and mathematics, are clearly sequenced and planned to support pupils to make good progress. However, not all curriculum plans help teachers to know what knowledge they need to teach and when. Leaders should ensure that curriculum plans clearly identify the key knowledge pupils need to know in all subjects.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first section 8 inspection since we judged the predecessor school, Wyberton Primary School, to be outstanding in July 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

<b>Unique reference number</b>	146916
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10208992
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sean Westaway
<b>Headteacher</b>	Sarah Paul
<b>Website</b>	<a href="http://www.wybertonacademy.co.uk">www.wybertonacademy.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Wyberton Primary Academy converted to become an academy school in April 2019. When its predecessor school, Wyberton Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The previous head of the academy was promoted to substantive headteacher in June 2020.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, assistant headteacher, some subject leaders, several members of staff and groups of pupils. She also met with the chief executive officer and the director of education for the trust. She met remotely with the chair of the board of trustees and the chair of the academy development committee.
- The quality of education was considered through deep dives in these subjects: mathematics, history and early reading. The inspector spoke with leaders, staff and pupils,

visited lessons, listened to pupils read and looked at samples of work with leaders and pupils.

- The inspector looked at curriculum plans and spoke to leaders about some other subjects.
- To check the effectiveness of safeguarding the inspector reviewed the school's policies and procedures, met with the designated safeguarding leaders and spoke with pupils and staff.
- The inspector spoke with some parents informally at the end of the school day and took account of the responses to Ofsted's Parent View questionnaire.

### **Inspection team**

Stephanie Innes-Taylor, lead inspector

Her Majesty's Inspector

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