

# Inspection of Signhills Infant Academy

Hardys Road, Cleethorpes, North East Lincolnshire DN35 0DN

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Inspection dates: 8 and 9 June 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Signhills is a nurturing, happy community. Pupils love coming to school. They enjoy being with their friends and learning together. Leaders and staff have high expectations of all pupils. All staff work with dedication towards the school aim of 'building our future'. Classrooms and outdoor learning spaces are full of purposeful chatter and activity. Pupils behave sensibly, focus on their learning, and try their best.

Pupils are polite and friendly. Leaders give pupils lots of opportunities in which they can develop their imagination and curiosity. Breaktimes and lunchtimes are happy, social occasions, where pupils enjoy playing with their friends and being active. There are many activities for pupils to enjoy outside the classroom. They can represent their classmates on the school council or take part in live musical performances. Pupils can grow their own plants in the class gardens and make obstacle courses with the outdoor equipment.

Pupils feel safe and well looked after by adults in school. Pupils understand what bullying is and those spoken to say this rarely happens. Parents and carers are keen to share their positive experiences of the school. One parent's comment was typical of many when they said, '[It is] a school that puts the child at the centre [of all it does].'

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

The headteacher, leaders and staff at Signhills Infant Academy form a caring team with a passion to achieve the very best for every pupil. Leaders are developing a broad and ambitious curriculum. They have ensured that the curriculum builds from the early years foundation stage. In many subjects, leaders have carefully identified all the key knowledge, skills and vocabulary that pupils need to have and build up over time. In a few foundation curriculum subjects, some of the specific knowledge that pupils should learn has not been fully identified. Leaders have this work underway.

In lessons, teachers help pupils make connections to what they have already learned. Staff are skilful at explaining new learning. They give pupils plenty of opportunities to practise and apply their understanding. Leaders prioritise support for pupils with special educational needs and/or disabilities (SEND) so that they access the same curriculum as other pupils. Staff support and challenge disadvantaged pupils and those with SEND particularly well. Staff take well-thought-out actions to help pupils overcome any barriers to learning.

Teachers frequently check what pupils know and remember in lessons. Staff then provide effective support to pupils and challenge any misconceptions. Pupils can talk with confidence about what they are learning and what they have learned before that helps them now. However, in some foundation subjects, such as physical

education (PE) and history, approaches to assessing what pupils know and remember over time do not help teachers to identify clearly enough, and then address, gaps in pupils' understanding. Leaders are aware of this and have plans in place to develop these systems.

Leaders know how important it is for all pupils to read well. Children start to learn to read as soon as they enter the Reception Year. Staff are skilful in the ways that they support pupils to build phonics knowledge. Pupils have plenty of opportunities to practise and become fluent readers. Reading books closely match the sounds pupils know. Pupils achieve well because of this well-delivered programme. Staff identify where pupils have gaps in their phonics knowledge. They get the additional help that they need. As a result of well-targeted support, pupils catch up quickly.

Children in the early years settle well to school life. Staff have high expectations of children. They develop very positive attitudes to learning. Teachers plan engaging learning activities that match children's needs. Children have lots of opportunities to develop their understanding, both in and outside the classroom. They learn to make choices about their learning and develop independence.

Staff are well supported by leaders and governors. Staff value this. They know that they can ask for help, particularly with workload. They appreciate the care and consideration given to their well-being. Governors understand and have commitment to their roles. However, they are not consistently effective in providing support and challenge for some areas of school life and particularly in assuring themselves about the quality of education.

Pupils behave very well, and any disruption to learning is rare. Pupils are sometimes overly keen to share their ideas. Staff manage this enthusiasm positively and ensure that it does not impact on the learning of others. Pupils' personal development is at the heart of the curriculum at Signhills. There is a programme of well-considered learning, activities, experiences and clubs from which pupils benefit. The school endows pupils with confidence, curiosity and an enthusiasm for learning. They are well prepared for their next stage of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the school. Leaders act in the best interests of the pupils to keep them safe. Staff are well trained. They are alert to the potential signs that a pupil may be at risk. Staff understand and follow the school's safeguarding procedures. Staff report concerns promptly. Leaders take the action required to ensure that pupils and families access the support that they need.

The curriculum supports pupils to learn how to keep themselves safe. Pupils know what to do if they have a concern. Leaders provide regular updates on the website and on newsletters for parents to support them with online safety at home.

Suitable checks are made to ensure that all adults are safe to work with children.

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

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

- The curriculum in some foundation subjects is not consistently well defined and developed. This means that teachers are not clear about the precise knowledge that pupils need to know and remember over time in a few subjects. Leaders have clear plans in place for the development of these subjects and so the transitional arrangements have been applied.
- While teachers are effective in checking and supporting pupils' understanding in individual lessons, assessment approaches in some foundation subjects are not consistently effective. As a result, leaders and teachers do not have a precise enough picture of what pupils remember over time in some subjects. Leaders need to ensure that assessment systems in all foundation subjects are sharply focused and used well.
- Governors have not taken suitable steps to assure themselves about the quality of education. They have not provided sufficient support and challenge to leaders in this regard. Governors should take the necessary steps to assure themselves about the information that leaders share with them and to ensure that they robustly review the impact of the curriculum.

## 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>	138062
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10200726
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Garry Abel
<b>Headteacher</b>	Allie Majer
<b>Website</b>	<a href="http://www.signhillsinfants.co.uk">www.signhillsinfants.co.uk</a>
<b>Date of previous inspection</b>	13 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.

## Information about this inspection

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

- This is the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other school leaders, staff, pupils and members of the governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics, PE and geography. Inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils reading to a known adult.

- Inspectors reviewed the school’s safeguarding documentation. The lead inspector considered how well leaders act on concerns about pupils’ safety and welfare. Inspectors spoke to pupils, staff and governors about safeguarding practices.
- Inspectors considered the responses to Ofsted’s online survey, Ofsted Parent View. They also took into consideration the responses to the surveys for staff and pupils.

### **Inspection team**

Asa Britton, lead inspector

Her Majesty’s Inspector

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