

# Inspection of an outstanding school: Laceby Acres Primary Academy

Swiftsure Crescent, Grimsby, North East Lincolnshire DN34 5QN

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Inspection dates:

8 and 9 December 2022

## **Outcome**

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

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

Laceby Acres Primary School is a kind and welcoming place. Pupils feel safe in school because they know that staff care about them. They are confident that there is always someone to talk with if they have any worries or concerns.

Pupils understand the importance of treating people with respect. Pupils said that any incidents of bullying or falling out between friends are dealt with swiftly by staff. Most pupils behave well and work hard in lessons. However, some of the youngest pupils do not behave as well as their older peers.

Reading is prioritised by leaders. However, there is variability in the delivery of the phonics programme, which hinders some children in the early years and Year 1 from gaining secure reading knowledge.

Pupils' aspirations are fostered well by leaders. Leaders have high expectations for every pupil to be successful and follow their dreams. Older pupils value the opportunity to contribute to the life of the school through a range of different leadership roles, such as prefects, subject ambassadors or being part of the school council. Pupils talked enthusiastically about the different clubs that they can be part of, for example the well-being club, choir and playing sports.

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

Leaders have developed an ambitious and challenging curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). They have identified the important knowledge that they want pupils to know and remember in each subject from the early years to Year 6. Teachers use assessment information well to check what pupils know and can do. They use this information effectively to plan what pupils need to learn

next. Learning is ordered carefully and links between subjects are clear. This helps pupils to apply what they know already when they are learning something new. Most pupils and children in the early years achieve well over time across a range of subjects.

Leaders have implemented a consistent approach to teaching phonics. However, due to disruption in staffing, leaders have recognised that some staff require additional support to deliver the programme effectively. In key stage 1, the books that some pupils read do not match their phonic knowledge closely enough. This means that these pupils cannot read the books independently to develop their fluency. Pupils who are at the early stages of reading in key stage 2 receive the help that they need to catch up quickly.

Pupils' love of reading is fostered well from the Reception class to Year 6. Younger pupils enjoy listening to familiar stories. Older pupils confidently discuss the books that they have read. Pupils are encouraged to read widely and often across a range of subjects.

Pupils with SEND are supported well, including those in the early years. Teachers are given clear guidance on how to meet pupils' needs. Pupils study the same curriculum as their peers and receive specific support, where appropriate, to meet their needs.

Most pupils behave very well. They demonstrate positive attitudes towards their learning. Leaders are aware that some younger pupils, and some children in the early years, need stronger routines to support their behaviour. This has an impact on their ability to focus on the learning that is taking place. Pupils are taught that being kind and considerate is important. This is reflected in the way that pupils treat each other.

There is an impressive personal development programme. The curriculum for personal, social and health education has been carefully designed to ensure pupils learn important content at the right time. By Year 6, pupils have an age-appropriate understanding of equality. Pupils are thoroughly prepared for life in modern Britain. They understand the importance of tolerance and respect.

The trust, and those responsible for governance, use their knowledge, skills and understanding effectively to hold leaders to account for the quality of education that they provide. Leaders are mindful of staff workload and take this into account when making strategic decisions about the school. Staff feel well supported by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

School staff are vigilant in keeping pupils safe. There is a strong culture of safeguarding across the school. Leaders ensure that safeguarding is everyone's responsibility. Staff are clear about how to identify pupils at risk and how to share their concerns with leaders.

Leaders work closely with external partners and agencies when required. Leaders are tenacious in checking that pupils get the support they need.

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

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

- Some younger pupils and some children in the early years do not behave as well as their peers. This means they can be distracted and lose focus during lessons. Leaders need to ensure that consistent behaviour expectations and routines are implemented to ensure all pupils are focused fully on their learning.
- The books that some pupils read in key stage 1 do not match their phonic knowledge. This means some pupils do not develop their fluency when reading independently. Leaders need to ensure that all pupils receive books that match the sounds they know, so that every pupil has the opportunity to practise reading independently and fluently.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in January 2017.

## 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.

## 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>	140581
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10240519
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jack Harrison
<b>Headteacher</b>	Sharon Clapson
<b>Website</b>	<a href="http://www.lacebyacres.org">www.lacebyacres.org</a>
<b>Date of previous inspection</b>	10 and 11 January 2017, under section 5 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- During the inspection, the inspector spoke with representatives from The Enquire Learning Trust and the academy improvement committee. The inspector also spoke with the headteacher, members of the leadership team and staff.
- The inspector reviewed a range of documentation relating to the curriculum and safeguarding.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. The inspector met with subject leaders, visited lessons and spoke to staff. He also spoke to pupils about their learning and their experiences of the school. The inspector looked at pupils' work and listened to pupils read.

- The inspector considered the response to Ofsted Parent View, Ofsted's online questionnaire, and the free-text comments. The inspector also considered the responses to the staff and pupil surveys.

### **Inspection team**

Stuart Voyce, lead inspector

His Majesty's Inspector

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