

Inspection of University Academy Long Sutton

84 Little London, Long Sutton, Spalding, Lincolnshire PE12 9LF

Inspection dates: 26 and 27 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Liam Davé. This school is part of University of Lincoln Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Steve Baragwanath, and overseen by a board of trustees, chaired by Andrew Hunter.

What is it like to attend this school?

University Academy Long Sutton is a welcoming and caring school. The school has improved in many areas. Pupils appreciate these improvements, particularly how behaviour has got better. However, the curriculum is not always delivered consistently well.

Pupils say that the school accepts them for who they are. Pupils feel safe in school. They say that bullying is rare. If it does happen, they are confident that staff would resolve any issues quickly. Most pupils are polite and well-mannered.

Most pupils behave well in lessons and at unstructured times. Lessons are calm and orderly. Pupils say that staff are fair and consistent when dealing with any behaviour issues. There are positive relationships between staff and pupils. Pupils appreciate the support they get from teachers.

The school plans well for pupils' wider development. Pupils have 'super learning days' three times a year. These help pupils learn about different careers. Pupils also learn how to keep themselves safe, including when online. There are a range of clubs that pupils can attend. For example, many pupils enjoy attending 'the rainbow club', gym club and netball and football clubs. Pupils in Year 11 appreciate the range of after-school revision sessions they can attend.

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

There is an ambitious and well-planned curriculum in place for most subjects. However, in some subjects it is not always clear what key knowledge pupils should learn and in what order. This means pupils do not always build on what they have previously learned. As a result, in some subjects, pupils do not learn as well as they could.

Most teachers have good subject knowledge. They present information clearly and check pupils' understanding well. This is not done consistently well by all teachers. In some lessons, teachers do not check pupils' understanding carefully enough. This means that teachers are not always clear about the gaps in learning and the misconceptions that pupils may have. Therefore, some pupils do not achieve as well as they could, as these gaps in learning are not addressed.

The school prioritises reading. Pupils who need support to become fluent readers get it. This includes pupils who need help to develop their phonic knowledge. These pupils say that it helps them to read more confidently and that they enjoy reading more than they used to.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. Teachers get clear information about the needs of these pupils. Not all teachers use this information well so that pupils with SEND can access

the curriculum. As a result, some pupils with SEND do not achieve as well as they could.

Some plans to improve the curriculum and its delivery do not clearly identify the actions that the school should take to address issues. As a result, the quality of education that pupils receive is variable.

The school has high expectations of how pupils should behave. There is a clear system for dealing with any behaviour issues. Staff and pupils understand this well. Low-level disruption in lessons is rare. The school recognises the barriers that some pupils have to attending school regularly. There are clear systems and support in place to help these pupils. Attendance is improving.

Pupils benefit from a well-planned programme to support their wider development. Pupils have a secure understanding of fundamental British values. They learn about different world religions. Pupils debate and discuss different topics well. For example, pupils can debate different ideas of evil and suffering. Pupils learn about how to lead healthy lifestyles. Pupils learn about different careers from when they first start school. This means they are well informed about the next steps they can take when they leave school.

Staff are proud to work at the school. They say it is well led and managed. They feel well supported. Governors and trustees provide effective support and challenge. Trust leaders have worked with the school well to support improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, it is not clear what key knowledge pupils should learn, and in what order. As a result, pupils do not always build on prior learning. This means that some pupils do not learn as well as they could. The school should ensure that, in all subjects, teachers are aware of the key knowledge that pupils should learn and in what order.
- Teachers do not always check pupils' understanding of key knowledge. As a result, they are not always aware of the gaps in learning and the misconceptions that pupils may have. This means that these gaps in learning and misconceptions are not always addressed, and some pupils do not achieve as well as they could. The school should ensure that all teachers check pupils' understanding so that they can address any gaps in knowledge or misconceptions.
- Some teachers do not adapt their teaching to meet the needs of pupils with SEND. This means that some pupils with SEND cannot access the curriculum fully and do not achieve as well as they could. The school should ensure that teachers

know how to use the information that they get about the needs of pupils with SEND so that they can adapt their teaching to meet these needs.

- In some areas, the school has not precisely identified the actions needed to address issues with how well the curriculum is delivered. This means that the quality of education the school provides is variable. Leaders should ensure that they are clear about the issues and the actions needed to continue to improve the quality of education.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147268
Local authority	Lincolnshire
Inspection number	10288382
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	716
Appropriate authority	Board of trustees
Chair of trust	Andrew Hunter
CEO of trust	Steve Baragwanath
Principal	Liam Davé
Website	www.uals.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the University of Lincoln Academy Trust in July 2019.
- The principal was appointed in July 2019.
- The school uses two unregistered alternative providers for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, the vice-principal and six senior teachers.
- The lead inspector met with the CEO of the trust and two members of the strategic leadership and improvement team.
- Inspectors carried out deep dives in these subjects: mathematics, English, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors discussed the curriculum and visited lessons in some other subjects. An inspector also listened to a small group of pupils read.
- Inspectors visited tutorial sessions and assemblies.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff questionnaire.
- An inspector held telephone conversations with representatives of the alternative provision providers used by the school.
- The lead inspector met with the chair of trustees and members of the local academy committee.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Sean Kelly	Ofsted Inspector
Jon Brown	Ofsted Inspector
Matthew Fearn-Davies	His Majesty's Inspector

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