

# Inspection of Sybil Andrews Academy

Rougham Tower Avenue, Bury St. Edmunds, Suffolk IP32 7QB

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Inspection dates: 11 to 12 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

The head of school is Joe Pointon. This school is part of Unity Schools Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tim Coulson, and overseen by a board of trustees, chaired by Christine Quinn. There is also an executive headteacher, Kevin Blakey, who is responsible for this school and one other.

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

Pupils enjoy studying a broad curriculum. They know it prepares them well for future study, training or work. Pupils learn well in carefully planned lessons taught by knowledgeable teachers. Pupils achieve well in a wide range of subjects.

Pupils' behaviour has improved. They respect staff and each other. Pupils know what is expected of them and follow clear routines. This means that most pupils behave well in and out of lessons.

Pupils know that discrimination is not accepted in this school. This makes them feel safe and confident to be themselves. Pupils are well cared for.

Pupils have opportunities to broaden their horizons to give them a better chance in life. They have opportunities to join school trips, for example, to the theatre, for sport, and abroad. Pupils are encouraged to take part in clubs and activities in school, such as the gardening and sustainability club, sports clubs and chess.

The school helps pupils develop their own character and be well informed about issues that will affect their lives. Pupils receive guidance about their future careers in every year group. There are opportunities for pupils to take on leadership responsibilities, such as becoming a 'Careers Ambassador'.

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

The school has improved considerably since the previous inspection. Trust and school leaders have a clear vision for ensuring that the school continues to improve. They have a precise knowledge about what the school is already doing well and the actions it needs to take to become even better.

The school is clear about what it wants pupils to learn in every subject. This includes learning the vocabulary that helps pupils to discuss complex topics. Pupils build their understanding because the content is taught in a logical order. The school expects pupils to present their work carefully, so that they can revise what they have been taught.

The needs of pupils with special educational needs and/or disabilities (SEND) are identified accurately. Teachers use information about how best to support pupils with SEND increasingly well. They adapt teaching, for example, by breaking down complex knowledge into manageable chunks. This helps pupils with SEND to understand the work and make strong progress.

In most cases the curriculum is taught effectively. However, on occasions, teachers do not check thoroughly enough that pupils understand what they are taught. This means that some pupils have gaps in their learning, which hinders their progress.

The school knows the importance of all pupils being able to read well. There are specific lessons on reading and there is a focus on reading in all subjects. The school identifies pupils who need to improve their reading and helps them to become fluent, confident readers.

The school has clear expectations about behaviour and has introduced new routines to create an orderly environment. This means that most pupils behave well around the school and in lessons. An increasingly small number of pupils do not meet the school's high expectations for behaviour. This means that they sometimes disrupt their learning and that of others.

The school has a comprehensive programme to support pupils' personal development. They learn about topics such as looking after their mental health, managing anxiety, positive relationships and keeping safe online. Topics are repeated as pupils progress through the school, so that they are appropriate. The school supports pupils to overcome difficulties and helps them to become more independent. Pupils receive high-quality careers information and opportunities to find out more about colleges, apprenticeships and employment. Last year, all pupils went on to college, sixth form, apprenticeships or other training.

The trust provides effective challenge and support to improve the school. They ensure staff and the local governing body have the expertise needed to fulfil their roles effectively. The trust ensures the school focuses on the right things to make things better for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Teachers do not always check that pupils understand what they have been taught. This means that these pupils do not do as well as they could. The school should ensure that pupils do not have gaps in their learning.
- Some pupils do not always meet the school's high expectations for behaviour. This means that some pupils disturb lessons, so that they and others do not benefit fully from the high-quality learning on offer. The school should further refine its work to help all pupils meet expectations for behaviour.

## 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

<b>Unique reference number</b>	140969
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10255119
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	638
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christine Quinn
<b>CEO of trust</b>	Tim Coulson
<b>Headteacher</b>	Kevin Blakey – Executive headteacher
<b>Website</b>	<a href="http://www.sybilandrewsacademy.co.uk">www.sybilandrewsacademy.co.uk</a>
<b>Dates of previous inspection</b>	14 and 15 May 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Unity Schools Partnership.
- The executive headteacher was appointed in April 2023, and also works in one other school in the Unity Schools Partnership.
- The head of school was appointed in September 2023.
- The assistant head for inclusion, who acts as the special educational needs coordinator, was appointed in September 2022.
- The assistant headteacher overseeing reading was appointed in September 2023.
- 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.
- The school uses one registered alternative provider.

## 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 carried out deep dives in the following subjects: English, mathematics, science, history and art. 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 also visited lessons, reviewed pupils work and discussed the curriculum in some other subjects.
- Inspectors reviewed a range of documentation, including curriculum plans, leaders' self-evaluation, records for behaviour and attendance and records of meetings of trustees and governors.
- Inspectors met with the executive headteacher, other senior leaders, subject leaders and other members of staff, including those with responsibility for safeguarding, SEND, personal development and careers. The lead inspector also spoke with the CEO of the trust and members of the local governing body.
- Inspectors met with pupils from Years 7 to 11 to hear about their experiences of the school.
- 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 considered the 169 responses to Ofsted's online survey for parents, Ofsted Parent View. Inspectors also considered 69 responses to the staff survey and 63 responses to the pupil survey.

## Inspection team

Carole Herman, lead inspector	Ofsted Inspector
Paul Wilson	His Majesty's Inspector
Dan Leonard	Ofsted Inspector
Rob James	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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