

Inspection of Hibaldstow Academy

Hopfield, Hibaldstow, Brigg, North Lincolnshire DN20 9PN

Inspection dates: 20 and 21 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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The headteacher of this school is Zoe Birchall. This school is part of St Hybald's Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Stuart H Bontoft.

What is it like to attend this school?

The school is a welcoming and inclusive environment. Pupils make strong friendships and enjoy each other's company. Adults know pupils well and provide high levels of pastoral care. Pupils feel safe in school and attend regularly. Parents and pupils are largely positive about the actions of the school.

Staff are ambitious about what pupils should know and be able to do. In lessons, pupils typically remain focused on their learning. Disruption to learning is infrequent. Adults support pupils who need help to focus effectively. This helps create an environment where pupils enjoy learning and achieve well.

At social times, pupils take advantage of the well-designed range of activities. These provide pupils with effective opportunities to safely learn to manage risks and work with peers. Other pupils explore their interests in areas such as gardening. Pupils find these highly engaging. Older pupils take on responsibilities and act as role models to their younger peers.

The school provides pupils with opportunities to broaden their horizons beyond their locality. Pupils in key stage 2 experience residential visits, including to Robin Hood's Bay. Leaders effectively integrate aspects of the curriculum, such as geography fieldwork, into these experiences. These also help to develop pupils' independence.

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

Leaders have developed an interesting and ambitious curriculum for pupils. Teachers make effective links between what pupils learn in different subjects. The school places reading at the centre of the curriculum. In Reception, much of children's learning connects back to the book that they are reading. For example, children made and measured their own worms out of string when reading the book 'Superworm'. Adults use these activities to develop pupils' use of mathematical language, such as 'longer' and 'shorter'.

Children in the early years make a strong start to their time at school. The curriculum is well designed to meet their needs. Leaders have carefully considered what children need to know in preparation for key stage 1. Adults increasingly integrate important vocabulary into continuous provision, modelling how to use this effectively. This prepares children well for future learning.

Within the school, reading is prioritised. Older pupils talk enthusiastically about the books that they are reading. The school provides opportunities to enhance pupils' enjoyment of reading. Some pupils have visited the local theatre to listen to a children's illustrator speak. Others have listened to talks from authors. The school effectively supports pupils at the early stages of learning to read. Adults teaching the school's phonics scheme have been well trained and receive ongoing support. The school uses a range of suitable intervention programmes that help pupils who need additional support to catch up with their reading.

The school ensures that pupils' learning builds securely on what they already know. Pupils take pride in their work and talk confidently about their learning in many areas of the curriculum. Teachers use the school's new approach to check what pupils know and remember. This provides teachers and leaders with a clear picture of how pupils are progressing through the curriculum. However, particularly in foundation subjects, this information is not routinely used to inform what pupils learn in the future. This limits how swiftly the school closes any gaps in pupils' knowledge.

Pupils with special educational needs and/or disabilities (SEND) are well supported in the school. Leaders have strong systems for identifying pupils with SEND. This is based on staff's detailed knowledge of pupils and families. The school works well with external agencies, including educational psychologists and local authority support teams. They use the additional information these professionals provide to give pupils with SEND the additional help they need to access the school's curriculum.

The school supports pupils to learn how to keep themselves safe in the local community. For example, by teaching pupils about the risks of the brook and river near the school or discussing road safety with pupils. The school's personal, social and health education (PSHE) lessons help pupils to learn about topics, such as healthy relationships and other cultures. Pupils understand the importance of fundamental British values, such as respect and tolerance. To enhance pupils' knowledge of other cultures and communities, leaders have begun developing relationships with schools in differing contexts. As in other subjects, the school's approach to checking what pupils know from the PSHE curriculum is currently being developed.

The school has carefully considered how to respond to the challenges raised at the previous inspection. Leaders, including trustees, have supported staff to make improvements, including to the quality of education that pupils receive and in pupils' conduct. They have a realistic view of the school's strengths and areas for development. New initiatives are considered against their impact on staff workload and well-being. For some new strategies, the school has not defined how it will know that the intended impact is being realised. This limits trustees' ability to evaluate the effectiveness of these new approaches.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Information that the school gathers about what pupils know from the curriculum, particularly in foundation subjects, is not consistently used to inform future

teaching. Gaps in some pupils' knowledge are not closed as quickly as they could be. The school should ensure that information about what pupils know from the curriculum is routinely used to inform future teaching.

- For some improvement actions, the school has not defined what the intended impact is or how it will evaluate this. This limits the ability of the school and those with responsibility for governance to check how effective their actions are in improving pupils' education. The school should ensure that the intended impact of new approaches is clearly defined and evaluated effectively.

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	138085
Local authority	North Lincolnshire
Inspection number	10268111
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	Board of trustees
Chair of trust	Stuart H Bontoft
Headteacher	Zoe Birchall
Website	www.hibaldstowacademy.com
Date of previous inspection	8 June 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the St Hybald's Academy Trust.
- A number of staff and leaders, including the headteacher and deputy headteacher, work across both this site and that of the trust's other school.
- The proportion of pupils eligible for support through pupil premium funding is above the national average.
- The school does not use any alternative provisions.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the 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.
- The lead inspector met with members of the trust board.
- During the inspection, inspectors met with the headteacher. They also met with other senior and middle leaders, including those responsible for safeguarding, behaviour, attendance, early years provision and personal development.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. 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 looked at a range of documentation regarding the support pupils with SEND receive. They looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors scrutinised a range of documentation, including minutes from trust board meetings as well as the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils in classrooms and at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

Inspection team

Thomas Wraith, lead inspector

His Majesty's Inspector

Michael Watson

Ofsted Inspector

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