

Inspection of Hogsthorpe Primary Academy

Thames Street, Hogsthorpe, Skegness, Lincolnshire PE24 5PT

Inspection dates: 18 and 19 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The principal of this school is Andrew Clarke. This school is part of the David Ross Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stuart Burns, and overseen by a board of trustees, chaired by David Ross.

What is it like to attend this school?

Hogsthorpe Primary Academy is an inclusive school where pupils get the opportunity to shine. It is a welcoming place, and pupils are very supportive of each other. One pupil echoed the views of many when they stated, 'We look out for each other.' Older pupils act as positive role models to younger pupils. The school is proud to be at the heart of the community.

The school is ambitious for all pupils. Most pupils achieve well. Pupils know the school's values and demonstrate them in abundance. They show kindness to each other and recognise the need to be respectful. Pupils' behaviour is calm and purposeful. They feel happy and safe.

Pupils with special educational needs and/or disabilities (SEND) are well supported throughout the school. Staff show complete dedication to ensuring that all pupils are able to access the curriculum.

The school provides opportunities for pupils to be involved with clubs and activities beyond the classroom. Pupils talk positively about the clubs that they attend. These include sports, art, games and drama club. Pupils are also given the opportunity to work with the Royal Opera House and devise their own performances.

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

Reading has been prioritised across the school. Children learn to read as soon as they start school. The school regularly checks how well pupils improve their reading skills. Pupils who need additional support with their reading benefit from timely and appropriate intervention. Older pupils are able to talk confidently about the skills that are connected to reading. Pupils benefit from the opportunities that they have to engage with different stories and texts.

The curriculum is ambitious. The school has carefully sequenced the knowledge and skills that pupils should learn. The curriculum has a focus on developing pupils' vocabulary at its core. Pupils confidently and accurately use subject-specific vocabulary to discuss their learning. In mathematics, pupils are able to explain the different techniques that they would use to solve mathematical problems. Pupils develop secure knowledge of the subjects they study. They are well prepared for the next steps in their educational journeys.

Teachers have a good subject knowledge. They encourage pupils to share their thinking with each other to deepen their understanding. Pupils enjoy the opportunities that they have to discuss and debate issues and moral dilemmas.

Teachers and leaders quickly and accurately identify the needs of pupils with SEND. The school works with parents and carers of pupils with SEND to ensure that they are able to provide the support that pupils may need. Lessons are adapted to meet

the needs of pupils with SEND. Pupils with SEND develop their understanding of the curriculum alongside their peers.

Children in the early years are welcomed into the school. Older pupils take it in turns to support younger children during break and lunchtime. The curriculum in the early years has been well considered. However, it is not always clear what the precise knowledge is that teachers want children to learn. Adults do not always take opportunities to develop children's learning in the early years environment. This means that some children do not develop their knowledge and skills as quickly as they could.

Pupils demonstrate positive attitudes to their learning. They are kind and respectful to each other. However, some pupils do not attend as often as they should. This means that some pupils are missing out on essential learning and falling behind their peers. The school challenges poor attendance and supports families where possible. This has led to some improvement, however, absence for some pupils remains high.

Pupils access a wide range of opportunities beyond the classroom, including clubs and trips. Pupils embrace these opportunities. Recently, older pupils have taken part in a project with the Royal Opera House. They talk with joy as they share their involvement in this project. Pupils are also able to take on leadership roles, such as house captains and young leaders. Pupils recognise that these roles help them to develop their confidence and to prepare for life beyond school.

Staff are proud to be members of the school community. They know the children and their families well. Staff feel supported and valued and feel that their workload and well-being are taken into consideration. The school is a happy environment.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that some staff in the early years have the expertise to design learning activities that build on what children know and can do already. This means that some children in the early years are not as well prepared for key stage 1 as they should be. The school should ensure that it provides staff with suitable guidance so that they can deliver the curriculum consistently well across the early years.
- Some pupils do not attend school as often as they should. Therefore, these pupils miss out on accessing the good quality of education that the school provides, including the extra-curricular offer. The school should ensure that strategies to reduce absence are sustainable and able to change the culture of attendance for pupils.

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 | 138749 |
| Local authority | Lincolnshire |
| Inspection number | 10242234 |
| 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 | 55 |
| Appropriate authority | Board of trustees |
| Chair of governing body | Ellis Jacklin |
| Principal | Andrew Clarke |
| Website | www.hogsthorpeprimary.co.uk |
| Date of previous inspection | 26 September 2017, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the David Ross Education Trust.
- The school does not make use of any alternative provision.

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 reading, mathematics and physical education. For the deep dives, inspectors discussed the curriculum with subject leaders,

visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- Inspectors met with the principal, vice-principal and other leaders, including subject leaders. Inspectors also met with representatives of the trust and members of the governing body.
- 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 observed pupils' behaviour in lessons, at social times and around the school. The lead inspector met with school leaders to discuss how they respond to behaviour incidents and the action they take to ensure that all pupils attend well.
- Inspectors took account of responses to Ofsted Parent View, including the free-text comments and the responses to the pupil and staff survey.

Inspection team

Roxanne Fearn-Davies, lead inspector His Majesty's Inspector

Anita Denman Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024