

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Newington Academy

Dairycoates Avenue, Hull HU3 5DD

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Inspection dates:

10 and 11 June 2025

## Outcome

Newington Academy has taken effective action to maintain the standards identified at the previous inspection.

The executive principal of this school is Pippa Robinson. This school is part of LIFT Schools multi-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), Rebecca Boomer Clark and overseen by a board of trustees, chaired by David Hall.

## What is it like to attend this school?

Pupils are happy at this large and diverse school. They have positive attitudes to their learning. The relationships between pupils and teachers are respectful. Pupils are well supported by a team of adults who prioritise their safety and mental well-being. As a result, pupils feel safe and cared for.

During lessons, pupils work hard. Classrooms are calm and productive places. The school's recently reviewed behaviour policy is implemented consistently well. There is a strong culture that recognises and celebrates pupils' achievements. At lunchtimes, pupils play harmoniously together. Pupils working as 'fit and fun' leaders encourage their friends to stay active. Other roles that pupils have, such as 'dinner monitors' and 'digital leaders', help them to understand the importance of leadership and responsibility. Pupils experience a range of opportunities to see the world beyond Hull. They enjoy their residential visits to Edinburgh and Doncaster.

All staff are aspirational for their pupils. They are determined that pupils will achieve highly. In most subjects, these ambitions are fulfilled. Pupils rise to teachers' high expectations. Pupils are proud of the work they produce. When asked to describe their school pupils say, rightly, that 'at Newington, you are believed in and encouraged'.

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

Since the last inspection, the school has made significant changes to its curriculum. In most subjects, it has carefully identified the skills and knowledge that pupils should learn. Where this work is complete, pupils achieve highly. In a minority of wider curriculum subjects this work is not finished, and the learning of older pupils does not build coherently on what they have learned in key stage 1. This results in pupils having gaps in their knowledge.

Reading remains a high priority for the school. Pupils are incentivised to read widely and often. By the time pupils leave the school, they are familiar with a variety of authors and texts. In the Nursery, children are introduced to sounds as soon as they start. Staff provide many opportunities for children to practise newly taught sounds as they learn through play. In key stage 1, phonics is taught well. Teachers are well trained and make regular checks on the sounds pupils have learned. They use this information to group pupils so that they are taught new sounds and letters when they are ready. Pupils who struggle to read get the help they need to catch up.

The needs of pupils with special educational needs and/or disabilities (SEND) are quickly identified. The school regularly reviews the support it provides for these pupils. For many pupils with SEND, lessons are suitably adapted so that they can access the same ambitious curriculum as their peers. However, for some pupils the work they complete does not always give them the opportunity to practise the skills and knowledge that they need to.

Staff value the trust-wide training and subject networks that they attend. In subjects, such as mathematics, teachers are skilled at making regular checks on what pupils know. They use this information to revisit pupils' misunderstandings and ensure pupils are secure in their learning before they move on.

In most subjects, teachers use the school's agreed teaching approaches well. They provide time in lessons for pupils to work together and talk about their learning. This starts in the early years where adults prioritise developing children's language and vocabulary. In interactions between staff and children, staff model the words and phrases they would like children to remember. Staff challenge children's thinking through the questions they ask and the learning activities they plan. Consequently, children quickly become independent and confident learners. However, for some older pupils the new vocabulary that the school wants them to remember is not prioritised and sometimes too much is introduced at once. When this happens, pupils remember less of the vocabulary and language that they have been taught.

Older pupils have an age-appropriate understanding of healthy relationships. They describe kindness and respect as key ingredients to successful friendships. The school's personal development curriculum supports pupils' understanding of important themes, such as consent. Pupils are aware of the benefits and dangers of the internet. They understand the importance of reporting their concerns to a trusted adult.

Those with responsibility for governance have a clear understanding of the school's performance. Regular checks are made on the quality of education in the school. Where required, advice and support are provided by the trust to support curriculum changes. This work has been impactful. Staff are consulted when significant changes are made. Workload and well-being implications are fully considered.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- For some pupils with SEND, the work they are given is not focused on what they need to learn next. This means that these pupils do not make as much progress in their learning as they might. The school should ensure that the work given to pupils with SEND is based on an accurate understanding of their needs and next steps in learning.
- In some subjects, the school has not yet completed the curriculum changes it is making. Consequently, pupils' learning in key stage 2 does not build carefully enough on what they have learned before. This leads to gaps in pupils' knowledge. The school should complete the changes to the curriculum so that pupils' later learning builds in a more meaningful and logical way on the key stage 1 curriculum.
- In some curriculum subjects, the new vocabulary that the school intends pupils to learn is not prioritised consistently. Sometimes too much is introduced at once. As a result, pupils do not remember definitions of important vocabulary. The school should ensure that the subject-specific words and language it wants pupils to learn is taught in a way that helps pupils to remember and use it appropriately in their work.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in December 2019.

## **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>	138677
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10346457
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	440
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Hall
<b>CEO of the trust</b>	Rebecca Boomer Clark
<b>Principal</b>	Pippa Robinson (Executive Principal)
<b>Website</b>	<a href="http://www.newingtonacademy.org">www.newingtonacademy.org</a>
<b>Dates of previous inspection</b>	10 and 11 December 2019, under section 5 of the Education Act 2005

## Information about this school

- The school has been part of LIFT Schools multi-academy trust since January 2015.
- The school uses the Whitehouse Pupil Referral Unit for alternative education.
- The school runs a breakfast club for pupils.
- At the time of the inspection, the school was being led by an executive principal.
- The proportion of pupils who join or leave the school throughout the year is well above national averages.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with the executive principal and assistant principals. The inspector also met with a range of teaching and support staff to discuss workload and well-being.
- The inspector met with a representative for the CEO and the chair of trustees.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector reviewed responses to Ofsted's parent survey, Ofsted Parent View and considered responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Chris Pearce, lead inspector

His Majesty's Inspector

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