

Wybers Wood Academy

Timberley Drive, Grimsby DN37 9QZ

Inspection dates	21–22 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have high aspirations for all pupils. They have been successful, since the last inspection, in galvanising staff so that they share leaders’ passion that all pupils must achieve their potential.
- The quality of teaching is now good, which results in pupils learning quickly and enjoying their lessons.
- Pupils make good progress from their starting points throughout the school.
- Disadvantaged pupils make good progress. The gap between their achievement and that of their peers is much narrower than formerly or, in some classes, non-existent.
- Pupils’ personal development and behaviour are good. Pupils take responsibility posts seriously and enjoy helping others. They understand and talk about the school values and treat others with respect and consideration.
- The skilled members of the education advisory board are knowledgeable and hold leaders to account for the impact of their work robustly.
- Pupils’ spiritual, moral, social and cultural development is a strength of the school.
- Attendance is above average and pupils enjoy school. They are proud of their school and enjoy taking part in the different activities available to them.

It is not yet an outstanding school because

- Although the progress of the most able pupils has improved since the last inspection, there are times when lessons do not stretch them sufficiently.
- Teaching assistants are not always deployed well enough so that they can contribute to pupils’ learning effectively.
- Provision in the early years requires improvement. Not enough children make better than expected progress, and leaders have not rectified weaknesses quickly in order to improve outcomes for all children.
- Middle leaders do not check precisely if the actions they plan are making the expected difference.

Full report

What does the school need to do to improve further?

- Move the quality of teaching, learning and assessment to outstanding so that all pupils achieve their very best by making sure that:
 - activities are planned to be sufficiently challenging for the most able pupils in all subjects
 - the support and challenge provided by teaching assistants is of the highest quality.

- Ensure that middle leaders check precisely that the actions they plan to improve the provision are making a difference to pupils' outcomes.

- Improve provision and leadership in the early years so that more pupils make better than expected progress by:
 - ensuring that the progress made by boys improves and that the most able are always challenged appropriately
 - ensuring that all adults model and use language correctly
 - tackling weaknesses in the provision promptly.

Inspection judgements

Effectiveness of leadership and management is good

- The principal's and governors' resolute commitment to unite staff, raise expectations of all and to drive the school forward has been successful. Senior leaders have a clear understanding of the strengths within the school and, as a result, pupils' outcomes and progress have either been maintained or in many cases improved.
- Teachers work collaboratively and are very receptive to support and suggestions from leaders. There is a culture of openness throughout the school with all wanting to do their best for the pupils in their class. This has helped pupils in many classes make rapid progress. In upper key stage 2, in particular, attainment and progress have been maintained and gaps in learning are being plugged effectively. Pupils have an equal opportunity to succeed because gaps are minimal.
- School development plans are thorough and checked regularly. However, the actions resulting from these plans are not measured in sufficient detail so that leaders can ensure that they are making the appropriate and intended difference.
- Together with senior leaders, middle leaders are fully involved in monitoring the quality of teaching, learning and assessment and pupils' progress in their areas of responsibility. Middle leaders embrace their roles enthusiastically and they report how they value their increased involvement in helping to improve the work of the school. Senior leaders and governors hold them to account robustly. However, middle leaders recognise that they are not as effective as they could be in checking whether their plans for improvement are making a difference to pupils' outcomes.
- Leaders make good use of the additional government funding available. Careful use of the pupil premium ensures that disadvantaged pupils are fully involved in all school activities. The additional funding has also contributed well to pupils' improved progress over time. The primary school physical education and sports funding is also used well. As a result, the skills and confidence of teachers when they teach physical education have improved significantly. In addition, the funding has been used to increase the range of sporting opportunities for pupils. These events are much enjoyed by those pupils who take part.
- The curriculum reflects a wide range of subjects and is enhanced by a good variety of trips and visits to different places as well as visitors to the school. The musical, artistic and dramatic activities, both in class and seen in displays around the building, are testament to pupils' strong spiritual, moral, social and cultural development. French is taught to pupils in key stage 2, which helps pupils to become familiar with life and the culture in other countries. Pupils know about the key values of the school, which give them a good understanding of the values at the heart of British society. The election of academy councillors is a good introduction to the workings of democracy.
- The sponsor has provided a measure of support for the school. Using a different focus each time, the sponsor makes termly checks with the most recent one looking at leadership. The resulting evaluation was, however, more positive than that arrived at by inspectors. The principal has forged strong links with local schools. This support is enabling leaders to discuss various issues. It also enables leaders to have an external check on the accuracy of the pupils' assessment procedures that school leaders have developed.
- **The governance of the school**
 - Governance is strong and members use their wide range of skills to good effect when holding leaders to account. Since the last inspection, governors have supported leaders well in their ambition to make significant improvements. They are, however, not complacent and know that weaknesses still exist.
 - Governors receive a good range of performance information so that they can check if pupils are achieving as well as they should be in all subject areas. Governors know that there are concerns in some year groups, with the performance of boys and of most able pupils in particular.
 - Governors ensure that the arrangements for managing the performance of staff are robust.
 - Governors have helped to improve links with parents and carers, which was a weakness at the last inspection. Communication with parents is better but some still want to see it improved further.
 - Governors check that additional funding is used effectively. They publish key information on the school's website but recognise that some parts are not fully compliant with statutory arrangements. Several omissions were rectified during the inspection.
- The arrangements for safeguarding are effective. Staff and governors are well trained in all aspects of child protection and records are kept appropriately. External agencies support when necessary.

Quality of teaching, learning and assessment is good

- The weaknesses in teaching identified at the time of the last inspection have been tackled well. For example, leaders have successfully raised teachers' expectations of what pupils can achieve. For the most part, lessons are planned well in order to capture pupils' interest and enjoyment. Generally pupils have very positive attitudes to learning and also the high-quality relationships that they have developed with staff are a strength. Pupils also relate well to each other.
- Teachers have secure subject knowledge. They use probing questions and build on pupils' skills and understanding to challenge them to think and solve problems for themselves.
- English and mathematics books are marked meticulously and the comments, plus those given orally to pupils in lessons, help them to make the correct improvements to their work. Pupils value the time provided in these lessons for them to correct their work. Marking and feedback, although evident, are not as strong in other subjects.
- Teachers provide good opportunities for pupils to write for a specific audience and purpose. For example, in a lesson for key stage 1 pupils, the teacher skilfully developed their first response so that pupils could improve their language skills by using more complex words.
- Pupils report that they enjoy reading, which they do regularly. Pupils read fluently and with confidence. They use their knowledge of how words are constructed to work out those words that are unfamiliar to them.
- Teachers usually set work and activities that are at the right level so that pupils move forward quickly. Occasionally, teachers miss the chance to challenge the most able pupils. As a result, these pupils make steady rather than rapid progress. Sometimes pupils of all abilities are given too much help and thus they do not learn to find things out for themselves.
- Inspectors saw that in many theme books, pupils were provided with good opportunities to develop their literacy and numeracy skills because of the way the curriculum is planned. However, this practice was not fully secure in a few classes.
- The effectiveness of teaching assistants is mixed. Teachers usually deploy them to support small-group activity for pupils at risk of falling behind, but on a few occasions teaching assistants become passive and mere spectators.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils speak confidently to adults and politely engaged inspectors in conversations about their work and the changes they have noticed. The school is a welcoming place where respect for others is important. Pupils listen carefully to each other and to the opinions of others.
- Pupils apply for positions of responsibility. They take these seriously and understand the voting and democratic systems in Britain. Members of the academy council are very proactive and are proud of their achievements within the school. They told inspectors that they discuss behaviour in lessons as well as the best charities to support. They know that adults listen to them and their views are considered carefully. Typical comments from pupils included, 'The academy council has an important voice and makes a huge impact.'
- Pupils told inspectors that there is good participation in clubs and activities out of lesson time. Science projects and sporting activities in lessons promote well pupils' understanding of good health.
- Pupils are clear about what constitutes bullying. They agreed with inspectors that it does happen and school records confirm this. However, they are confident that issues will be sorted out swiftly and fairly.
- There are secure systems to keep pupils safe and to support their welfare, particularly those who have additional needs. The vast majority of parents and all staff who responded to the online surveys are positive that pupils are kept safe.

Behaviour

- The behaviour of pupils is good. Pupils behave well inside and outside the classroom. They move around sensibly and the school is a calm and orderly place. Pupils know what is expected of them and they understand the penalties incurred if they step out of line.
- Pupils enjoy school. This is evident in their above-average attendance and reduction in the number of pupils who are persistently absent. Pupils are smartly dressed. They wear their uniform and look after resources well. No graffiti and very little litter were seen in the school. Displays of pupils' work and other

educational material in classrooms and corridors are vibrant, interest pupils and promote good learning.

- School records confirm that there are occasional incidents of poor behaviour. Incidents are followed through appropriately and reported to parents. A few parents believe that behaviour is not good; however, inspectors found no evidence to support this view.
- Little time is wasted in lessons. Very occasionally, when pupils are not challenged appropriately, a few pupils lose concentration.

Outcomes for pupils

are good

- Pupils' attainment and progress in English and mathematics have improved since the last inspection. This is because of good teaching throughout the school. Teachers' expectations of what pupils can do have increased and they are making better use of information about different pupils when they plan lessons.
- The improvements seen in pupils' achievements in key stage 1 national tests in 2015 have been built on. Pupils are making good progress from their different starting points.
- After a slow start for some pupils in Year 2, pupils are catching up and making the progress expected in reading, writing and mathematics. Boys are slightly outperforming girls in reading. There is a similarly strong pattern in Years 3 and 4 where pupils are making strong progress across all subjects. Occasionally, the most able pupils are not sufficiently challenged in lessons; therefore, their progress is restricted.
- Good teaching in the current Years 5 and 6 is helping pupils secure their skills and knowledge in some areas where gaps have been identified. Currently, boys outperform girls in mathematics, as was the case in 2015.
- Pupils who have special educational needs and/or disabilities make similar good progress to their peers. Work is well matched to their needs and additional support is provided to help those who face challenges in their learning. They and disadvantaged pupils often exceed age-related expectations. Consequently, the gaps between them and other groups are virtually non-existent.
- Pupils have regular opportunities to develop their reading skills. Older pupils are more able to use their phonics knowledge (letters and the sounds that they represent) when attempting unfamiliar words than they were at the time of the last inspection. Phonics is taught well and in 2015 pupils attained above the expected standard in the reading screening check for pupils at the end of Year 1. School records and inspection evidence suggest that this situation is likely to be repeated this year.
- Pupils achieve well in science and art in particular. Displays of pupils' art work around the school are eye-catching and promote pupils' interest in different artists and their style of work.

Early years provision

requires improvement

- Since the last inspection, there have been significant changes to staffing within the early years provision. These changes have slowed improvements. Leaders have not ensured that identified weaknesses are tackled swiftly and thus there is unevenness in the progress of all groups of children. There are plans to strengthen teaching and leadership from next term and leaders talked clearly to inspectors about the current situation, recognising that improvements are necessary. As a result, provision in the early years requires improvement.
- Children enter Reception, having attended a number of different providers, with skills that are broadly typical for their age. Some children, particularly boys, have weaknesses in their speech and language development. Children leave Reception with good levels of development, in most areas, that are broadly average. The gap between boys' and girls' attainment in 2015 was not investigated fully so it is still evident. This is particularly seen in boys trailing girls in reading and writing.
- Inspection evidence and school records confirm that the proportion of children exceeding the national picture is likely to be lower this year compared with 2015. Too often, the most able children are not given sufficient extra challenge to make better than expected progress. Adults, at times, do not have high enough expectations that more children will do better than the national picture.
- Over time there have been very few children who have special educational needs and/or disabilities to make meaningful comparisons with the progress of others in the provision. This is also true of disadvantaged children.
- Children's progress is recorded regularly but leaders do not analyse it in sufficient depth. Plans for improvement lack precision so that leaders cannot see if support and help is being given to those children who need it most. Consequently, gaps between boys and girls, for example, are still evident.

- There is good teamwork between adults and they have good relationships with the children. Children follow routines and instructions well. The classrooms are bright, stimulating places with a good range of well-maintained resources for children to discover as they learn and develop different skills.
- Opportunities are missed, especially in the outside area, for adults to model language effectively. At times, adults use slang words and are satisfied with one-word replies to their questions, rather than helping children to extend words into full sentences. As a result, children do not think critically and develop more sophisticated replies.
- All children enjoy the many activities on offer and they are well looked after. There are secure procedures for safeguarding and children are taught well how to keep themselves safe while at the same time developing their independence.
- Links between the Reception and Year 1 classes are not as strong as they should be. As a result, staff are not always aware of the procedures and systems in Year 1 so that they can prepare their children effectively for the demands of the national curriculum.
- Parents are involved in the early years. They are encouraged to visit and to become involved in play sessions at times. Parents contribute to their child's learning journal and are kept informed about their progress. In discussion with inspectors, though, their views were mixed. They feel, and inspectors agree, that the most able children are not always challenged well enough.

School details

Unique reference number	138975
Local authority	North East Lincolnshire
Inspection number	10012082

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	379
Appropriate authority	The education advisory board
Chair	Margaret Peacock
Headteacher/principal/teacher in charge	Carol Walker
Telephone number	01472 235331
Website	www.wyberswood.org.uk
Email address	info@wyberswood.org.uk
Date of previous inspection	25–26 June 2014

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after.
- The vast majority of pupils are of White British backgrounds and speak English as their first language.
- The proportion of pupils with a statement of special education needs, or an education, health and care plan, is below average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school does not meet requirements on the publication of information about the policy for pupils with special educational needs on its website.
- Children in the early years receive full-time education in the Reception class.

Information about this inspection

- Inspectors observed learning in all classrooms and made visits to observe where additional help was being given to small groups of pupils. Some of these were jointly observed with the principal and the vice-principal.
- A selection of pupils' books were sampled and inspectors listened to pupils read aloud.
- Inspectors spoke formally to groups of pupils and also members of the academy council.
- Discussions were held with senior and middle leaders, the chair and two members of the education advisory board, and the primary director of education from Schools Partnership Trust Academies representing the sponsors of the school.
- The views of 77 parents who completed Ofsted online questionnaire, Parent View, were taken into account. The 62 written comments made by parents were also considered. The findings from 33 staff questionnaires and 60 pupil questionnaires were also considered. Discussions were held with a number of parents when they brought their children into school.
- Inspectors reviewed a range of documentation including information on pupils' progress; school development plans; minutes of governing body meetings; and the school's review of its own performance. They considered a range of documentation including those relating to the safeguarding of pupils, their behaviour and attendance.

Inspection team

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