

Washingborough Academy

School Lane, Washingborough, Lincoln, Lincolnshire LN4 1BW

Inspection dates

16–17 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and his team have an unwavering determination to provide the best education for all pupils in an environment that emanates care and warmth through nurturing relationships.
- Leaders know their roles and responsibilities well. This enables them to plan, evaluate and prioritise school improvement effectively.
- The school's values are at the heart of its provision. They are the driving force behind the vibrant curriculum. Pupils are respectful, tolerant and thoughtful as a result.
- The school's interesting and interactive curriculum is effective in supporting pupils' spiritual, moral, social and cultural development.
- Pupils thoroughly enjoy coming to school. They have very good attitudes to learning. They know what is expected of them.
- Teachers and teaching assistants work very well together. Effective staff teams help pupils to make good progress in their lessons.
- Children make an excellent start to their school career in the early years. Staff provide a range of interesting and vibrant learning opportunities that inspire children to learn.
- The school's commitment to providing healthy meals and ensuring that pupils understand the importance of healthy eating is highly effective.
- The school uses the pupil premium funding effectively to provide a range of additional learning opportunities so that disadvantaged pupils make good progress.
- Pupils' behaviour is exemplary. They feel safe in school and well supported by adults.
- The majority of parents are happy with their child's academic progress. They speak highly of the school's care and welfare arrangements. However, some parents feel that the work of the school is not communicated well enough. Not all parents share the school's vision.
- Governors' knowledge and understanding of the school's assessment information is not as sharp as it could be.
- Teachers do not always provide consistently challenging activities in mathematics to develop pupils' problem-solving, reasoning and mental mathematics skills.
- The teaching of mathematics in key stage 1 does not consistently provide tasks that build effectively on pupils' mathematical skills and knowledge.

Full report

What does the school need to do to improve further?

- Improve further the effectiveness of leadership and management by:
 - developing governors' skills further in their analysis of the school's assessment information so they can hold leaders to account more fully
 - ensuring that leaders provide more opportunities for parents to fully engage in the life of the school and to feel well informed.
- Improve further the effectiveness of teaching, learning and assessment by:
 - ensuring that teachers provide greater opportunities in mathematics for pupils to develop their problem-solving and reasoning skills
 - ensuring that teachers fully develop pupils' mental mathematics skills so a greater proportion of pupils make faster progress across key stage 2
 - ensuring that teachers in key stage 1 build on pupils' early mathematical skills so that a greater proportion of pupils achieve the expected standard at the end of key stage 1 in mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders and governors are very clear about their high expectations of pupils and staff. They are ambitious for all pupils to achieve at the highest level. Leaders and governors have accurately identified the priority areas for school improvement, including action points from the previous inspection. They have worked with determination and perseverance to deal with those areas, and their efforts have led to clear improvements.
- The headteacher and deputy headteacher lead the school effectively. They have a clear vision of how the school can improve further and have put comprehensive plans in place. They ensure that staff receive training so they are able to further improve the quality of teaching and learning across the school. For example, plans for improvement include the training and development of newly qualified and recently qualified teachers.
- Senior and middle leaders use the school's assessment information incisively to plan actions to improve the quality of teaching and learning. Leaders and teachers regularly evaluate this information to ensure that provision meets the needs of all pupils. In most subjects, teachers adapt teaching and learning strategies regularly to ensure that pupils make further progress.
- Middle leaders have opportunities to regularly check and monitor the quality of teaching and learning in their area of responsibility. They evaluate the quality of teaching, assess the work in pupils' books and talk with pupils about their learning. Middle leaders are knowledgeable about their particular subject areas and are keen to further improve aspects of the provision.
- The leader for the provision for pupils who have special educational needs (SEN) and/or disabilities provides effective support to staff and pupils to ensure that the provision meets these pupils' specific needs. There are early interventions in place so that teachers and teaching assistants provide pupils with immediate support. The leader works closely with a range of external agencies and has positive relationships with parents. The additional funding for pupils who have SEN and/or disabilities is used effectively.
- Pupils' spiritual, moral, social and cultural education is highly effective. Pupils know the importance of the school's values to support them on their journey through life. Respect for everyone, tolerance, trust and understanding are just some of the values pupils are able to talk about and put into practice. Teachers use these values in their class teaching. For example, pupils are asked to consider other words that mean the same as 'respect'. They are also asked to consider the importance of friendship during their moments of 'just take a minute'.
- The school's work to promote diversity is evident across the school. For example, the school has strong links with China, Poland and Slovenia as part of its extensive work on health education. Pupils who speak languages other than English have used their talents to discuss the school's work with the international visitors.
- The additional funding for primary physical education (PE) and sport is used effectively. The school has ensured that the funding is targeted at sustaining high-quality PE

provision. For example, pupils have opportunities to use the school's cycle track to develop their cycling skills. Pupils have also received specialist provision from sports coaches.

- Leaders use effectively the additional pupil premium funding to support disadvantaged pupils. These pupils achieve well because additional support is pinpointed at an early stage and its impact assessed regularly. Pupils have access to a broad range of support to help them with their phonic development and mathematical skills.
- Parents who spoke with inspectors feel that the school provides a warm and caring environment for their children. One parent who spoke with an inspector stated, 'The headteacher leads the school for the best interests of the children, their welfare and education.' While the vast majority of parents are happy with the school's work to support their child's academic and welfare needs, a small minority of parents feel that the school does not communicate well enough.

Governance of the school

- The governing body offers effective support to the school and its leaders. Governors have a broad understanding of the school's strengths and areas for development. However, not all governors have a sharp enough understanding of the school's assessment information to enable them to hold leaders fully to account. They have a broad range of skills and expertise.
- Governors meet with subject leaders regularly to discuss the quality of provision. However, they do not always use these visits to rigorously evaluate the school's provision. Governors recognise that there is further training needed to enable them to fully assess the school assessment information with actions taken by leaders.
- Governors are well trained in safeguarding and place a high priority on pupils' welfare and safety.
- Governors understand their strategic roles and responsibilities well. They check the performance management of teachers effectively and ensure that they have the necessary information to make informed decisions about pay progression of all leaders and teachers.

Safeguarding

- The arrangements for safeguarding are effective. Staff know they have a duty to be vigilant and know well the different forms of abuse. The headteacher ensures that all staff are appropriately trained in safeguarding. Staff are knowledgeable about the risks to pupils posed by radicalisation and extremism. Staff receive regular training updates.
- The headteacher keeps detailed and accurate records of those pupils who are a cause for concern. Actions taken by external agencies and staff are recorded diligently on pupils' records to ensure that the needs of pupils are being met in a timely manner. Information about attendance, welfare and behaviour are carefully logged to form a complete picture of the child, their needs and support put in place.

- All the checks to help keep children safe are carried out thoroughly. The recruitment checks on staff's suitability to work with children are thorough and well organised.
- The school's single central record of staff and visitor checks meets all requirements. Staff training is kept up to date and staff have a clear understanding of what to do when they have any concerns about a pupil's welfare. They know whom to speak to should they have a concern about a child.
- Leaders respond promptly to concerns and ensure that there is early support in place for vulnerable pupils. Action is prompt, with effective guidance to support families. The school uses the expertise of a range of external agencies to meet pupils' specific needs, such as counselling support. All leaders including the leader for SEN and/or disabilities work well to safeguard pupils.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning is good across the school. The teaching of reading is a strength of the school. Leaders and teachers have developed a whole-school approach to improve pupils' reading skills. For example, a carousel of reading activities provides pupils with opportunities to practise their weekly spelling, read independently and receive specific support from the class teacher. For example, one group of pupils shared a text and was asked specific questions to develop their inference and deduction skills. Pupils who spoke with inspectors said that they enjoy reading.
- Phonics is taught effectively. Pupils use their sounds proficiently to decode unfamiliar words. Pupils who need additional support receive regular phonic catch-up work. Pupils who read to inspectors were able to use effectively a range of skills taught in their reading classes and phonics sessions. Staff have recently received refresher phonic training to further enhance their skills.
- Pupils take pride in their work. Teachers support pupils' handwriting skills effectively. Pupils have regular opportunities to practise their handwriting. They produce well-formed handwriting across a range of subjects.
- Pupils' workbooks show they have opportunities to write about a range of interesting topics. For example, pupils in Years 5 and 6 wrote an account about a recent visit to a mosque. Vibrant displays around the school show a range of pupils' topic work, such as the school's values, and Remembrance Day and Diwali. Pupils' work shows that they enjoy writing for a specific purpose.
- Disadvantaged pupils and pupils who have SEN and/or disabilities make good progress. Pupils' workbooks show that they are well supported. Teachers set appropriate tasks that match pupils' abilities well. Teaching assistants work alongside class teachers and support these pupils well. They ask appropriate questions to check on pupils' knowledge and understanding.
- The most able pupils have tasks that meet their needs. Teachers ensure that this group of pupils has the appropriate level of challenge so they make accelerated progress.
- Pupils' workbooks in key stage 1 show that not all teachers continue to build consistently on the strong start made by children in early mathematics in the early

years. This means that not all pupils make the progress of which they are capable by the end of key stage 1 in mathematics.

- Pupils' mathematics workbooks show that they do not have enough opportunities to develop their problem-solving and reasoning skills. Leaders acknowledge that more time should be allocated for pupils to practise using and applying their mathematics knowledge in problem-solving activities. Some pupils' workbooks show that they are able to use their reasoning skills well. However, this is not evident across all classes.
- Pupils' mental mathematics skills are not well enough developed to enable them to have immediate recall of facts and figures. The school has already put new strategies in place so pupils have more opportunities to develop this aspect of mathematics. However, more time is needed to see the improvements in this area.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders place a very high priority on ensuring that pupils have a positive and happy school experience. For example, pupils are frequently reminded about the school's values and how they fit into their daily lives.
- The school's values are very evident in and around classrooms, through displays of pupils' work, photographs of activities and experiences. The principles by which the school is led permeate all aspects of school life. Pupils and all staff, including the school chef and premises officer, take great pride in the work they do for the school.
- Breaktimes are positive experiences for pupils. Pupils who spoke with inspectors said that they know they can go to any adult should they have a concern. They said that bullying is rare. Pupils said that they feel very well supported by adults and teachers at the school during these particular times of the school day.
- The before-school and after-school clubs provide a positive start and end to the school day. There are a range of activities for pupils, and they enjoy playing with their classmates. This provision is well attended.
- Lunchtime is a harmonious time. Pupils happily eat their packed lunches or school lunch. Pupils are well supervised in the hall and on the playground. Older pupils help the younger ones at lunchtime, sitting with them as they eat their lunch.
- Pupils have a clear understanding of what makes an effective learner and consistently put this into effect. They know that listening to each other and showing respect for each other's views are important aspects of this. Pupils show respect to their classmates, staff and teachers in the school.
- Pupils know how to keep safe in the community and online. They know they must not share their personal information with people they do not know.
- Leaders and teachers have worked successfully to ensure that the school's curriculum and ethos centre on healthy eating. Pupils are involved in growing fruit and vegetables. They use their mathematical skills to weigh the school's waste food. The school's chef

regularly cooks the school-grown vegetables, such as pumpkins and beetroot for the pupils' lunches.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct around the school and at different times of the day is exemplary. They are polite, courteous and thoughtful to each other and to adults. Pupils of all ages are excellent ambassadors for the school, talking willingly and confidently to adults.
- Behaviour logs show that incidents of poor behaviour are rare and dealt with promptly. The leaders review records regularly to ensure that any patterns or trends are identified and addressed quickly.
- Pupils' attendance is in line with the national average for all pupil groups. Leaders monitor pupils' attendance very closely and challenge any absence promptly.

Outcomes for pupils

Good

- In 2017, the attainment of pupils at the end of key stage 1 was broadly in line with the national averages. In particular, pupils achieved well in reading, attaining above the national average at the expected and higher standard.
- The proportion of pupils in 2017 reaching the expected standard in the Year 1 phonics screening check has been typically above average for the past four years. The proportion of pupils reaching the expected standard in the Year 2 phonics screening check has been above the national average for the past two years.
- In 2016, the school was well below the national average for progress in reading at the end of key stage 2. However, by the end of key stage 2 in 2017, this improved, and pupils made average progress in reading.
- Progress in writing in at the end of 2016 and 2017 was average. Pupils' workbooks show that they are well supported in their writing tasks. They use and apply their grammar and punctuation skills well.
- Progress at the end of 2017 in mathematics for pupils in key stage 2 was average. There was a slight fall in progress from 2016 to 2017. However, the school's progress in mathematics remains average. Pupils' workbooks show that there are not enough opportunities to build on problem-solving and reasoning skills.
- Disadvantaged pupils and pupils who have SEN and/or disabilities make good progress. Pupils' workbooks show that they are well supported in class.
- The most able pupils make good progress across a range of subjects. They are given challenging work to ensure that they make accelerated progress.

Early years provision

Outstanding

- Provision in the early years is outstanding. Indoor and outdoor learning spaces are well planned and resourced. Children develop good learning habits and social skills very quickly, and this enables their learning to flourish at a rapid pace. The close links and effective communication between staff and parents ensure that children in the early years are kept safe.
- The large majority of children in the early years come from the school's own Nursery provision. The vast majority of children start the Nursery Year with skills which are below those typical for their age. The combination of outstanding teaching and warm and nurturing relationships enable children to make good progress from their different starting points. By the end of the early years, the proportion of children achieving a good level of development is above the national average. Children in the early years are well prepared for Year 1.
- The early years is a vibrant and exciting place to learn. Staff know the pupils well. The environment is calm, purposeful and orderly. For example, every morning, the class teacher welcomes each child individually when she takes the register. The class teacher praises children on their morning task and assesses their learning. She promotes speaking and listening skills well. Every opportunity in the early years promotes learning in a warm and caring environment, promoting children's very sensible behaviour.
- Dynamic leadership and excellent teaching enable children to thrive. The teacher and teaching assistants have a very good understanding of children's individual development needs. Consequently, children make very good and often outstanding progress, ensuring that they are well equipped for the next stage of their education.
- The staff work seamlessly as a team because the early years leader is very effective in communicating her vision of high-quality, early years learning. Children are well supported in their learning, allowing them to perform at their best in all areas of their development. For example, where children need additional support to catch up in their learning, teaching assistants, alongside the class teacher, support these children well.
- The staff assess children's learning needs accurately and promptly. The teacher and teaching assistants have a very good understanding of the learning needs of the children, including those of the most able. They plan learning for children to enhance their physical, social and academic development. Adults in the early years use tablets to record children's progress in a range of activities. Parents are able to see a record of their child's learning in a range of situations.
- Children enjoy their learning. They have opportunities to learn about food in the early years. For example, children enjoyed using their senses to test a range of foods and describing described their taste. The adult expertly supported children's learning, showing them a picture of a tongue and clearly explained how their tongues are the means by which they taste their food. They were asked to smell the food and look at each other's tongues. Teaching in the early years ignites children's interests and makes them inquisitive learners.
- Children who have SEN and/or disabilities and disadvantaged children are monitored closely to ensure that they make good progress in the early years. From their low

starting points, these groups of children have a strong start to their school careers. Regular discussions take place to ensure that the quality of teaching and learning meets the needs of different groups of children so they make good progress.

School details

Unique reference number	137977
Local authority	Lincolnshire
Inspection number	10033495

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	Board of trustees
Chair	Steven Baker
Headteacher	Jason O'Rourke
Telephone number	01522 801355
Website	www.washingboroughacademy.org
Email address	enquiries@washingboroughacademy.org
Date of previous inspection	30–31 January 2013

Information about this school

- The school meets the requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The school runs its own breakfast and after-school clubs.
- The very large majority of pupils are White British.

Information about this inspection

- The inspectors observed learning in all key stages and in all classes. One of the observations took place accompanied by the headteacher. In total, 29 lessons, or parts of lessons, were observed. The inspectors also scrutinised many examples of pupils' work.
- The inspection team held meetings with senior leaders, subject leaders, representatives of the academy trust and pupils.
- The inspectors looked at a wide range of documentation, including the school's development plan and self-evaluation, policies and records related to safeguarding, records of pupils' behaviour, the school's information about pupils' outcomes and attendance, and records of meetings of the governing body.
- Inspectors considered the views of 75 responses to the online Ofsted questionnaire, Parent View, and the 53 responses to the free-text service for parents. There were no responses to the staff questionnaire or the pupils' questionnaire.

Inspection team

Emma Nuttall, lead inspector	Her Majesty's Inspector
Pete Strauss	Ofsted Inspector
Heather Hawkes	Ofsted Inspector
Larissa Thorpe	Ofsted Inspector

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