

Inspection of a good school: Old Clee Primary Academy

Colin Avenue, Grimsby, Lincolnshire DN32 8EN

Inspection dates: 19 and 20 April 2023

Outcome

Old Clee Primary Academy continues to be a good school.

What is it like to attend this school?

Old Clee Primary Academy is a welcoming and friendly school. Positive relationships between adults and pupils underpin the school's ethos. Pupils are treated with fairness and consistency. They enjoy coming to school and feel valued.

Leaders have identified the following key characteristics required to be a 'superb citizen': self-awareness, uniqueness, problem-solving ability, empathy, responsibility and benevolence. From a young age, pupils learn what it means to demonstrate each of these. This guides pupils in their behaviour and supports their personal development well. Pupils consistently demonstrate the high standards expected of them by staff. They are motivated to demonstrate the required superb behaviour. During discussions, pupils listen attentively to their peers and to adults. They contribute their point of view thoughtfully.

The very rare instances of bullying are dealt with swiftly by leaders. Leaders work with pupils, as well as parents and carers, to ensure that those involved with an incident of bullying are appropriately supported.

Pupils' wider development is enhanced by the range of extra-curricular clubs on offer. These include sewing, gymnastics, French and American football. Pupils value and benefit from participating in them by learning new skills and/or competing in local tournaments. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged participate fully in these activities.

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

Leaders have, over time, developed the school's curriculum. Curriculum plans build on what children learn in the early years. More recently, leaders have identified the important knowledge that pupils need to learn in each subject. Leaders recognise that there are a small number of subjects that are at an earlier stage of development than others. These subjects require further refinement of what leaders intend pupils to learn. Leaders remain

focused on providing a high-quality curriculum for all pupils. They are in a strong position to do so.

Teachers' subject knowledge and clear explanations support pupils to grasp new concepts. They ensure that pupils use the correct vocabulary in their work. For example, pupils in Year 4 use geographical terms such as tectonic plates to explain the cause of tsunamis and earthquakes. Pupils understand what they are learning and why they are learning about it. As a consequence, pupils are able to make links to what they have previously learned and to other areas of the curriculum.

Pupils demonstrate a mature attitude to their learning. They are self-motivated to learn. Pupils know that to learn something deeply, they need many opportunities to practise. Teachers regularly check what pupils know and can remember. Pupils with SEND are supported effectively in class. Adaptations to tasks, such as breaking learning down into smaller steps, help pupils to achieve.

The teaching of phonics takes high priority in the school. Children learn the sounds that letters make during Reception. Over time, pupils read with increasing fluency and accuracy. Pupils develop a love of reading. Many pupils are keen to meet the challenge to read 100 books in a year. Leaders and teachers carefully select the texts that pupils will study so that they experience a range of different genres and authors.

Leaders have carefully considered the development of the mathematics curriculum. They have created a curriculum that meets the needs of Old Clee's pupils. Based on the national curriculum, it sets high expectations of all pupils. Children in the early years have many opportunities to develop skills in numeracy. During the inspection, children in Nursery used hoops labelled with numbers to count as they jumped from one hoop to another. In Reception, teachers lead daily sessions which focus on number and shape. Children learn how to count and write numbers. Activities relating to the number of the week enable children to explore and develop their knowledge of numbers. Children are prepared well for the key stage 1 curriculum. As pupils progress through the school, teachers provide regular opportunities for them to solve problems. Pupils explain their mathematical thinking to Bob, an alien character, in their books. This develops pupils' ability to reason and apply their learning.

'Superb citizens' supports pupils to consider how everyone is unique. Assemblies promote discussion about topics such as racial equality. Pupils learn about people of other faiths and cultures. Over time, pupils develop an understanding and appreciation of respect and difference in the world.

Several members of the governing body have joined the board in the past year. They consider the development of the school and its impact on staff workload in their decision-making. Governors visit the school during the day to see first hand the impact of leaders' actions. Leaders, including governors, have identified the key areas to develop in the school. They recognise that some aspects of the curriculum need further refinement. However, unlike some aspects of the school, such as personal development, leaders have not clearly defined what improvements in the curriculum will look like when they have

been achieved. As a consequence, it is difficult for governors to hold leaders to account about the school's development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are guided by the principle that all pupils should be seen and heard and that they matter. This shared view contributes to a strong culture of safeguarding across the school. The school's well-being team maintains a visible presence in school. Its members regularly check in with pupils by visiting classes. Pupils and parents know that they can go to a member of the team if they have a concern about something. Leaders make sure that pupils receive appropriate and timely support when needed.

Leaders have used information about the local area to teach pupils about potential risks in the locality. For example, in response to a high proportion of road traffic accidents, leaders have ensured that road safety is taught from a young age and that pupils in key stage 2 learn to ride a bike safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not clearly defined what improvements in the curriculum will look like when they have been achieved. Leaders, including governors, are unable to check that the actions taken have had the intended impact. Leaders should ensure that they clearly identify what they aim to achieve so that they are able to evaluate the impact of their work.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 good in July 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139472
Local authority	North East Lincolnshire
Inspection number	10240604
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	587
Appropriate authority	The governing body
Chair	Richard Claridge
Headteacher	Debbie Richardson
Website	www.oldcleeprimaryacademy.co.uk
Dates of previous inspection	5 and 6 July 2017, under section 5 of the Education Act 2005

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils eligible for free school meals is above the national average.
- The proportion of pupils identified as requiring SEND support is well above the national average.
- The number of pupils with an education, health and care plan is well below the national average.
- The headteacher took up her current post in May 2022. Prior to this, she had been one of the school's co-headteachers.
- The school is a single-academy trust.
- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.

- The inspector spoke to the headteacher, assistant headteachers and other leaders to discuss their work to develop the curriculum.
- To evaluate the school's curriculum, deep dives in early reading, mathematics and geography were conducted. The inspector met with subject leaders, visited lessons and reviewed pupils' work. Meetings were held with pupils and staff separately.
- The inspector reviewed the school's documents and records relating to safeguarding.
- The inspector observed playtimes and lunchtimes and spoke to staff.
- At the end of the school day, the inspector spoke to parents. In addition, Ofsted's online survey of parents, Ofsted Parent View, as well as staff and pupil surveys, were considered.
- A meeting was held the members of the school's governing body. The inspector also spoke to the school's improvement adviser.
- The inspector spoke to a leader from the registered alternative provision.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

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