



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR YARBOROUGH ACADEMY

Name of School:	Yarborough Academy
Headteacher/Principal:	Hannah Albery
Hub:	Midlands Primary Jubilee Network Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	08/06/2026
Overall Estimate at last QA Review:	N/A
Date of last QA Review:	17/03/2025
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	31/10/2023

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

Leadership at all levels N/A

Quality of provision and outcomes N/A

AND

Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs N/A

Area of excellence N/A

Previously accredited valid areas of excellence N/A

Overall peer evaluation estimate N/A

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Yarborough Academy is a single academy Trust. The school is above average in terms of the number of pupils on roll. The proportion of pupils who are disadvantaged is below average. The proportion of pupils with special educational needs and/or disabilities (SEND) is also below average, although the percentage of pupils with an education, health and care plan (EHCP) is above average. The proportion of pupils with English as an additional language is close to average, with the majority of pupils from a White British background.

The school has adopted a brain-based and science-led approach to education, underpinned by doing things the 'YA Way'. Leaders have established clinical and therapeutic support for staff and pupils designed to strengthen relationships and support pupils' emotional development. The school's values of growth, love and over and above (GLO) are central to its culture and daily practice. Leaders articulate the belief that 'The more you GLO, the more others GLO back', and this philosophy shapes the school's relational and restorative ethos.

2.1 Leadership at all levels - What went well

- The headteacher, ably and wholeheartedly supported by the senior leadership team, provides principled, values-driven leadership that is anchored in clarity, consistency and a deep commitment to doing things "the YA way". Staff described the team as present, aligned and unwavering in their expectations, which creates trust and stability across the school. The approach balances support with appropriate challenge, and colleagues spoke about feeling empowered to improve their practice because the vision is clear, lived and reinforced daily. This has resulted in strong buy-in and a culture where staff feel able to thrive professionally while keeping pupils at the centre of every decision.
- Leaders model a clear, relational vision and work highly visibly around school and alongside staff. This creates a purposeful culture in which expectations are understood and applied consistently. Environment displays such as "We are all leaders" and "You're exactly where you should be" actively reinforce a sense of belonging.
- The senior leadership team debates, challenges, and reaches unified decisions. Leaders operate with transparency, ensuring that, while they are closely aligned, they do not function as an echo chamber. Staff confirmed that expectations are systematically followed up and that regular professional conversations ensure that general routines, such as morning meetings, are maintained.

- Leaders invest heavily in coaching, triads, and teacher-led professional development. Staff confidence and instructional consistency across phases have improved significantly as a direct result of this targeted support.
- Targeted training on adaptive teaching has developed staff confidence across the school. This includes the successful implementation of the Education Endowment Foundation (EEF) “Five a day” approach. Staff work productively in their triads to discuss practice and coach peers, resulting in highly consistent adaptive teaching practices across year groups.
- Leadership at all levels is developing robustly through passionate phase leaders. This newly established group of middle leaders articulate the school’s vision and values to the same level and depth as senior leaders. Although still in its infancy, this work is beginning to strengthen alignment across the school. Phase leaders use their dedicated time for learning walks, team discussions and feedback to senior leaders in ways that, over time, will build greater consistency in expectations and practice, including a focus on improving pupil outcomes.
- Leaders have successfully embedded a trauma-informed, restorative, and relational culture. This ensures pupils feel cared for, loved, and emotionally ready to learn. Staff talk openly about love and care, and reasonable adjustments are visibly integrated across corridors and classrooms. This stable, relationally focused environment means pupils with complex needs have their requirements met precisely because staff know them well. Pupil voice strongly reflected this, with a group responding with a resounding “Yes!” when asked if they felt a true sense of belonging at Yarborough Academy.

2.2 Leadership at all levels - Even better if...

- ... leaders established a clearer, more coherent plan for the progression of foundational knowledge, including handwriting, spelling, number and multiplication tables, so that pupils’ early knowledge is systematically secured and leads to stronger outcomes.
- ... leaders had protected, regular time for strategic thinking and planning, including to challenge themselves about which activities or processes could be stopped so that their efforts are focused only on the things that make the greatest difference.
- ... leaders strengthened the rigour of self-evaluation so that judgements are consistently evidence-based and draw more precisely on the range of information available.

3.1 Quality of provision and outcomes - What went well

- Teaching is underpinned by clear modelling and purposeful routines. This effectively helps pupils understand what success looks like and explain their thinking confidently. In a Year 4 mathematics lesson, the teacher’s “thinking aloud” approach enabled pupils to articulate their mathematical reasoning with

clarity. Similarly, explicit modelling in a Year 5 writing lesson supported pupils to construct accurate sentences and apply them independently.

- Teachers revisit prior learning deliberately to ensure knowledge is built securely over time. This allows pupils to make meaningful conceptual links. In a Year 6 French lesson, pupils successfully recalled vocabulary because the teacher systematically revisited rooms in a house before introducing new content. In a Year 3 geography lesson, pupils confidently utilised terms such as “summit” and “peak” because these had been reinforced over time.
- Vocabulary is taught deliberately and woven into lessons to promote precision. This allows pupils to use subject-specific language with confidence. In a Year 2 lesson, pupils used conjunctions and adjectives accurately because talk partners were utilised effectively to rehearse ideas before writing.
- Adaptive teaching is firmly embedded across the school to enable successful curriculum access. In a Year 2 writing lesson, structured sentence stems supported pupils to organise and express their ideas. In a Year 2 mathematics lesson, concrete manipulatives helped pupils to reason and explain their answers. During a Year 4 mathematics lesson, the deliberate use of anticipated misconceptions allowed the teacher to address common errors quickly and maintain a strong pace of learning.
- Teachers use a range of rapid assessment strategies to identify and resolve misconceptions in the moment. In a Year 4 mathematics lesson, various modes of live checking allowed misconceptions to be addressed immediately. In a Year 4 writing lesson, live feedback rapidly improved pupils’ use of proper nouns, ensuring errors with words such as “Spain” were corrected instantly.
- Digital technology is used intentionally to enhance lesson access and pupil engagement. In a Year 3 geography lesson, Chalkie Artificial Intelligence (AI) slides successfully supported the level of challenge while reducing teacher workload. In a Year 1 reading and geography lesson, highlighting text and ordering activities on iPads enabled all pupils to engage with content at their individual level. Clear routines for iPad use in a Year 3 lesson ensured calm transitions and maximised active learning time.
- Professional development has strengthened shared practice and improved whole-school consistency. Staff apply established routines that support instructional clarity, wide participation, and strong pace. In a Year 4 mathematics lesson, the “I do, we do, you do” framework was used with confidence. In phonics sessions, staff utilised established strategies such as “My Turn, Our Turn, Your Turn” with precision. Furthermore, staff noted that coaching triads have directly enhanced the precision of adaptive teaching across year groups.
- Leaders have established calm, predictable routines that support strong learning behaviours. Pupils settle quickly to tasks and remain highly focused on their work. In the Early Years Foundation Stage (EYFS), transitions from the carpet to tables were seamless. In a Year 1 science lesson, skilled and

timely intervention by a teaching assistant de-escalated a situation effectively, ensuring that the focus remained on whole-class learning.

- Reading and writing are driven by well-planned strategies that promote success. In Year 3, choral reading of a text before independent work helped pupils feel successful and confident to apply their learning. Across Key Stage 2, pupils write at length and demonstrate clear development in their writing, supported by a deliberate balance of skills teaching and opportunities for creativity.

3.2 Quality of provision and outcomes - Even better if...

- ... curriculum development was further refined to create a more coherent and navigable structure and assessment was more tightly aligned to a newly developed curriculum so that teachers assess the most important knowledge.
- ... teachers consistently ensured that pupils are moved on in their learning as soon as they are ready so that these pupils are routinely stretched, challenged and able to work at greater depth across the curriculum.

4.1 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - What went well

- Inclusivity is built into whole-school routines from the outset, supporting a culture of belonging rather than separation. High expectations are thoroughly embedded across the school. Pupils with additional needs participate confidently and feel fully part of classroom life. In Year 1, there was strict fidelity to 'Super Sonic Phonics' routines, which meant pupils with additional needs were fully included alongside their peers. In EYFS, skilful positioning and precise modelling from teaching assistants significantly enhanced the level of phonics input for vulnerable children, and established learning behaviours and routines resulted in high levels of engagement and participation for all.
- The strategic deployment of additional adults is highly responsive. Pupils receive timely support while still being encouraged to work with increasing independence. In a Year 4 mathematics lesson, a teaching assistant supported a pupil with an EHCP to take a short, purposeful break and return quickly to learning. In a Year 6 French lesson, teaching assistants supported pupils and then deliberately stepped away, enabling a pupil with an EHCP to succeed independently.
- Adaptive teaching is well established, enabling all pupils to access an ambitious curriculum. In Year 4, personalised spelling resources successfully helped pupils check their own and others' spellings. Scaffolds, manipulatives, and anticipated misconceptions are prepared in advance, supporting an inclusive classroom environment where all pupils are assessed and included.

- The relational, trauma-informed culture supports pupils' emotional readiness to learn. Dedicated 'Peace Corners' are used effectively to support self-regulation and co-regulation, ensuring that vulnerable pupils do not hinder wider learning. For example, a Year 1 pupil chose to have "time in" and then returned smoothly to learning with adult support. Routine emotional literacy activities, held each morning, enable pupils to articulate their feelings clearly and maintain focus.
- Clear pathways for phased admission and reintegration ensure pupils with complex needs receive timely, well-matched support. One pupil who had previously not been attending school now attends regularly, remains settled in class, and is working securely at age-related expectations in English and mathematics.
- Teachers use deep pupil insight to support individuals with additional needs sensitively. In a Year 3 geography lesson, an EHCP pupil was supported so that mistakes were accepted as a natural part of learning and addressed without undermining confidence. In a Year 1 class, specialised routines, such as blowing bubbles before entering the classroom, successfully supported morning emotional regulation.

4.2 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - Even better if...

No EBIs identified.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real life examples.



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For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national partnership of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)