



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR YARBOROUGH ACADEMY

Name of School:	Yarborough Academy
Acting Headteacher:	Elizabeth Cox
Hub:	Lincolnshire
School phase:	Primary Academy
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	04/05/2022
Overall Estimate at last QA Review	Leading
Date of last QA Review	05/02/2020
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	06/03/2018

1. Context and character of the school

This is a large two-form entry primary school in Grimsby. There are 452 pupils on roll, including the Nursery. The school population is mainly White British, with few pupils speaking English as an additional language (EAL). However, numbers of children from Eastern Europe are increasing in the Nursery this year.

The proportion of pupils with special educational needs and/or disabilities (SEND) is in line with the national average, but increasing, as the school has a reputation for successful provision. Twelve pupils have an education, health and care plan (EHCP). The proportion of disadvantaged pupils is broadly average.

The school is a stand-alone academy. The headteacher is on long-term adoption leave, so the senior team has been restructured on a temporary basis.

The school has a trauma-informed approach underpinned by the YA Way, CARE and GLO. The YA Way consists of building physical, emotional and psychological safety; ensuring everyone feels loved, connected and nurtured; and creating world class learning opportunities and experiences through which pupils all grow to be lifelong learners. CARE stands for Creating Attachment Relationships in Education. GLO is Growth, Love, Over and above. The GLO values are to be determined, brave, inventive, kind, trustworthy and stick together.

2.1 Leadership at all levels - What went well

- The high functioning senior leadership team is making a difference to pupils and staff. Leaders have grown into their roles well during this interim period and have great expertise.
- Everyone is on board with the journey and the vision both in terms of the trauma-informed approach to learning and the changes to the curriculum. They are committed to moving forward and building on prior successes. Consequently, there is a lot of consistency. There are high expectations and high levels of support and revisiting of key messages. This is seen in the quality of continuing professional development (CPD).
- Leaders research new initiatives and give them careful thought before introducing changes. Time is given to embed and monitor their impact. These take into account the needs and aspirations of the school's pupils and the local context
- Middle leaders are very passionate about the curriculum and about their areas of expertise.
- Leaders have adapted the curriculum to develop long-term memory and retrieval practice. There is a greater emphasis on the progression of knowledge from early years to Year 6 and how pupils build on prior learning in each subject area.

- Assessment systems are efficient and accessible to leaders and teachers in reading, writing and mathematics. This enables them to analyse the progress of pupils and agree with staff any changes in support for pupils.
- There is a clear and purposeful monitoring cycle to ensure consistency. Communication is strong so that staff know what is happening and what to expect.
- The school has invested in staff well-being. There are reflective practice sessions for all teachers. Every change has reducing staff workload at the forefront, including revisions of the marking and feedback policy. There is a YA Way well-being group which takes the lead in this area. Staff have well-being breakfasts. They can take time out when they need it. As a result, staff retention is very strong.
- Leaders hold regular reviews with staff about career development, to put steps in place to help them progress. They are encouraged to pursue their interests, such as dance and leadership roles.
- The school is building trust with different communities. A curriculum driver is community. All projects have a community element, sometimes in an exhibition to which the community is invited. During lockdown, one afternoon per week was for family games. Families were delivered packs to use every week. This was very popular.
- The school makes sure that families with EAL understand what opportunities are available and what is coming up, so pupils do not miss out. Events are held for different groups of parents, such as those with children with SEND.
- The school's new layout for its SEF/SDP focuses on what went wells (PIE model) and even better ifs. This gives a clear overview and picks up the EBI from the previous Challenge Partners report.
- Governors are very committed to the school and have evidence of how they challenge leaders. Following Covid they are beginning to return to school for meetings and monitoring.

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

... leaders at all levels could explain curriculum intent and sequencing in a user-friendly way.

3.1 Quality of provision and outcomes - What went well

- Yarborough Academy has its own dynamic approach to education that can be summed up as the YA Way. Over several years this has been honed and embedded, resulting in a high degree of consistency of provision. This enables teachers to build up experiences for pupils that take them on an exciting journey, fully engaged every step of the way.

- An important element of this approach is the well thought through, attractive and stimulating learning environments. Every classroom has detailed working walls dedicated to individual subjects, which pupils refer to routinely to support their learning.
- The public areas are spacious and calm. Because every pupil has their own locker there are no coats or bags cluttering up the corridors. Pupils are reminded of the GLO approach through displays and slogans. Work is celebrated and the overall effect reminds pupils how valued they are.
- Teachers are confident in using technology as a learning tool. For example, Year 5 pupils wrote their sentences about characters in 'The Ice Bear' using Padlet. In this way they could all see what the others had written. Year 4 pupils took photographs of their peers communicating how to undertake a stone age skill. Children in the early years took pictures of the signs of spring using iPads. In Year 2, QR codes were used as a scaffold for pupils who needed help in their DT task.
- Vocabulary is developed in a variety of ways in the classroom. These include emotional vocabulary scaffolds. In Year 5, when pupils burst balloons hanging from the ceiling, words poured out. Pupils were able to use technical vocabulary when talking about their learning, such as when describing a climate biome.
- Learning is planned to engage pupils, whether in phonics lessons reading together, or in history designing cave paintings on the underside of their desks with their backs on the floor.
- Pupils are very secure in assessing their own and their peers' work through several drafts. They use toolkits to help them pinpoint what they need to focus on. This enables them to produce high quality final pieces.
- Relationships are very strong, both between peers and with adults. Because they feel confident and safe, pupils are ready for learning.
- The curriculum is well constructed and very appealing to pupils and teachers. Project-based learning enables links to be made while maintaining the integrity of individual subject disciplines. Teachers ensure that the full national curriculum is covered in creative and innovative ways.
- Pupils often learn together effectively in collaborative ways. For example, Year 5 pupils decided which emotions best summed up the feelings of the characters using zones of relevance. In Year 4, pupils worked as partners to guess and record what stone age actions were being demonstrated. When revising mathematics, Year 6 pupils had an expert on each table, whose job was to explain the mathematical working out to the others in the group.
- Questioning is used well across the school. In PE, the teacher asked Year 6 pupils to explain why one throw would be better than another. In Years 1 and 2, teachers do not accept the first response but ask follow-up questions. Questioning from a teaching assistant in novel study deepened the pupils' learning, probing the meanings of the words and why they were more relevant for one character or another.
- Teachers give pupils regular 'in the moment' feedback, including how to improve in PE and tackling any misconceptions in mathematics.

- Children and staff use the language of GLO as a matter of course. This enables pupils to focus on their learning and stay calm.

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

... year group teams compared outcomes to ensure consistently high expectations of pupils.

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

- Pupils with complex needs have built independence and are not dependent on one adult. It is hard to spot them in lessons because they are so well engaged.
- Successful provision has enabled pupils to integrate into mainstream classes, when previously they were unable to cope with peers. There are work stations in classrooms for those who need them.
- The morning meeting supports disadvantaged pupils and helps equip them for learning. There are additional 'widgets' for those with SEND to help them access the curriculum, using visuals to complement the text.
- The school offers a 'take what you need hub' for families that are struggling, offering a range of food and products. Year 3 pupils ran a project to promote this.
- Forest schools and enrichment are targeted for disadvantaged pupils. They can go on all trips. There is a high take up of clubs and visits for these pupils.
- Many of the interventions like Reading Plus have been introduced to support disadvantaged pupils and are proving useful for some others as well.
- The leadership of SEN is very strong. There is an inclusive vision that is well established, with many strategies and interventions that are assessed and reviewed. Parents are well involved in their children's support and progress.
- The National Tutoring Programme is helping to close gaps between disadvantaged pupils and the others. These pupils have made very strong progress from their starting points.

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

... none on this review.

5. Area of Excellence

Whole School Trauma-Informed Approach to CARE, well-being, behaviour & psychological regulation for education.

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

The aim of this approach is to work with the child's brain development to get the most from them socially, emotionally and academically. It forms the foundation of each child's learning. It is well embedded into every part of the school culture. It is taking innovative cutting-edge research and giving it practical application.

The school has a dedicated CARE team lead who specialise in the trauma-informed approach, employing clinical staff not only to carry out interventions but also to cascade their knowledge to all staff. This approach is everybody's business. Everybody has a role to play. It is the YA Way. Everybody has received the training. Adults commit their time to modelling the model, reflecting on their own practice. They have a different lens through which they see the children and their work. It is understood that people change people, not programmes.

All pupils have a positive reception from the teacher when they come in, and morning meetings help to build community and connection and a sense of belonging. This prepares pupils for learning in a safe place. They have Move this World sessions, which teach emotional literacy and embodied relaxation and mindfulness, and 'peace corners' in each classroom where pupils can spend time in rather than time out. This encourages them to overcome stress, knowing they are welcome in the room and can sit with their feelings. No longer are pupils removed from the classroom to go to other members of staff when they show signs of stress, which can have an adverse impact or reinforce negative feelings. The school uses restorative approaches and discussion as a whole class team. The GLO Mo Show, rather like a celebration assembly run by the pupils, gives them opportunities to GLO. Relax Kids sessions promote emotional regulation and emotional literacy.

Targeted interventions include reflexology, tea and biscuits club (positive connections), Lego therapy and group play therapy. Intensive support includes individual play therapy, non-violent resistance to break a cycle of violence towards care givers, dyadic developmental psychotherapy to help pupils repair and restore relationships, video interaction guidance and referrals to other services. The Nest, the CARE team room and the play therapy room are safe spaces where therapy is carried out. Individuals have

their own nurture spaces.

5.2 What evidence is there of the impact on pupils' outcomes?

There was an increase in combined attainment in Key Stage 2 before the pandemic. Brain mapping tools show an increase in function and the building of social and emotional skills. Measures of pupil well-being show increased levels of happiness and a sense of calm over time. Behaviour incidents have reduced considerably.

The school has been disseminating this work with East of England SCITT students and working with the local authority on strategic prevention and an early help initiative. Leaders are also working with other local authorities on therapeutic nursery provision. Leaders speak at conferences for the NHS and other national conferences such as SEN. The work has been shared with schools in America and leaders are currently working with schools in Ukraine. The school's work has also been published in books and communicated as a podcast.

Who is the staff lead in this area?	
Name:	Dr Kate Margarson
Title:	CARE Team Lead (Acting Assistant Headteacher)
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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Support with communication and engagement of parents of pupils with EAL, due to the rising number of families from an ever increasing range of countries.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

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 network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school



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or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.