



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR YARBOROUGH ACADEMY

Name of School:	Yarborough Academy
Headteacher/Principal:	Hannah Albery
Hub:	Lincolnshire
School type:	Primary
MAT:	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	05/02/2020
Overall Estimate at last QA Review	Outstanding
Date of last QA Review	25/02/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	06/03/2018

Quality Assurance Review

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

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of Excellence None submitted

**Previously accredited valid Areas
of Excellence** Project based curriculum learning
Accredited, 25/02/2018

Overall Peer Evaluation Estimate Leading

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Yarborough Academy is a larger than average-sized primary school with 459 pupils and 28 children in its nursery. It is a stand-alone academy. It is in the highest 40% of schools nationally in terms of deprivation. The proportion of disadvantaged pupils is in line with the national average. The largest ethnic group is White British.

The percentage of pupils who have special educational needs and/or disabilities is below the national average. The proportion of pupils with an education, health and care plan (EHCP) is below the national average.

Through a blend of rigorous, engaging, authentic learning projects, numicon and other approaches, the school aims to provide learning that 'engages, is aspirational, inspirational and provides pupils with the skills needed to be a twenty-first century citizen but with a lifetime of memories'.

The school is working towards becoming a 'trauma informed school', developing exceptionally effective strategies to enable pupils, parents and staff to overcome the effects of trauma.

2.1 Leadership at all levels - What went well

- The headteacher leads the school with an infectious enthusiasm and clear vision for its ongoing improvement. This is shared by senior leaders and governors.
- Self-evaluation documents and plans to implement the school's intentions reflect much of the excellent work of the school.
- The governing body has sharpened its responsibilities in holding leaders to account. Governors visit the school regularly, know it well and increasingly ask focussed questions concerning the progress pupils make.
- The robust leadership team has been extended with a behaviour-health leader to reinforce the school's inclusive culture. Staff, pupils and parents are benefiting from innovative training that enables pupils to engage well, especially those affected by disruption or trauma previously.
- Middle leader roles have been effectively developed to create powerful interdependent teams. Linked to different senior team members, subject teams are highly influential in sequencing provision from the Early Years Foundation Stage (EYFS) to Year 6.
- Teachers in year-group pairs draft project-based learning plans, supported and fine-tuned by subject teams and the senior team. These ensure consistency of provision to meet pupils' needs within year groups.

- All staff have a clear overview of expectations and learning across the school. Their accountabilities are explicit. Monitoring is robust and having a positive impact on raising standards.
- Improvement strategies implemented since the last challenge visit have continued to reduce gaps in achievement between groups, especially boys and girls.
- Leaders make it a priority to involve parents in their children's learning through curriculum workshops and bespoke support for families, especially those who may have experienced trauma. As a result, attendance has been improved and an increasing number of parents regularly share their positive views of the school.
- There is a clear and coherent personal, social and health education (PSHE) programme. It gives pupils rich opportunities to learn how to keep themselves safe and develop healthy lifestyles, mutual respect and tolerance of differences in others.
- Pupils have exceptionally well-developed levels of emotional intelligence that is evident in all interactions.
- Regular, rigorous, research-driven training and well-established coaching approaches encourage staff to be reflective practitioners and have a consistently positive impact on provision and outcomes.
- Teachers new to school or to the profession are carefully deployed so they gain from experienced staff. Effective succession planning helps retain, recruit and develop all staff who collectively ensure pupils achieve well.
- The school's systems and procedures are consistently implemented, reinforcing its aims to close gaps and raise standards by ensuring all pupils achieve well.
- As a result of ongoing developments in the school's leadership, pupils enjoy an increasingly rich range of experiences that enable them to develop their interests, talents and characters exceptionally well.

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

...whole school planning and self-evaluation captured more clearly and celebrated more confidently the high quality of innovative leadership at all levels that underpins the school's ethos, its provision and outcomes.

3.1 Quality of provision and outcomes - What went well

- Relationships between pupils are superb. Pupils work collaboratively and supportively throughout the school.
- Yarborough's values of 'Growth, love, over and above' permeate the life of the school, making it harder to fail than succeed in most lessons.
- Pupils have exceptionally positive attitudes. They appreciate the 'safe-to-fail' context and considerable help adults give them. Attendance is improving steadily.
- The EYFS curriculum stimulates curiosity and challenges children. For example, children welcomed others to 'come and work with us' when having fun noting the effects of friction when sliding a pen down a plastic chute.

- Across the school, provision is well balanced to meet the needs of the vast majority of pupils. Progression and continuity of learning are ensured through project-based learning, discrete subject teaching, and bespoke interventions.
- The comprehensive PSHE programme teaches pupils to keep themselves safe and develop as effective citizens. Many visitors help pupils understand the world of work and raise their aspirations for the future.
- Successes in learning are celebrated regularly and purposefully, such as in working with an architect to design a football stadium, then presenting final designs to local football executives.
- Teachers update their subject knowledge and understanding of cross-subject links in school-based workshops when preparing projects, supported by strong subject teams and through external training.
- Work set most often challenges pupils effectively, matching their needs and the overall aims of the curriculum.
- In lessons, most teachers promote discussion well. They use questions to check pupils' understanding and appropriately adjust the next steps of the lesson to provide additional support or challenge as needed.
- Support from teaching assistants has a positive impact on achievement. In the best practice, they know pupils well, anticipate their needs and actively offer discrete support that fully matches the learning objectives.
- Displays in classrooms and around the school areas are exciting and stimulating. Resources are exceptionally well used to improve memory and enhance learning, such as the working walls or lesson 'toolkits' that make explicit the criteria for success to be used by pupils and teachers.
- Marking in books and feedback to pupils in lessons most often diagnose pupils' strengths and make explicit the next stages for improvement. Pupils understand the colour-coded system and consistently respond quickly to advice given.
- Clear improvements in reading are being made through Read, Write, Inc., which helps pupils to learn to read, and through projects that emphasise the need to read to learn.
- Additional non-fiction reading experience is regularly provided through discrete subject teaching, such as in preparing experiments to make putty in Year 2.
- In the EYFS, effective phonics teaching, along with approaches that develop children's interest in books, give children a strong basis for future learning.
- Teachers' enthusiasm for reading gives learning a sparkle in all classes. Teachers and teaching assistants speak, listen and write English in ways that excite and underpin pupils' development in using language across the curriculum..
- Children's skills on entry to the school are well below what is typical. Younger pupils make a strong start in their learning. The rate of progress has improved significantly in mathematics in recent years. A similar picture is emerging in reading and writing.

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

- ...questioning more regularly checks levels of understanding and deepens learning, especially for the most able pupils.
- ...the best practice by teaching assistants were shared fully to enhance learning further.

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

- Disadvantaged pupils and pupils with additional needs have the same entitlement and opportunity for learning as other pupils. The curriculum planned is the same, but support given to enable these pupils to achieve well is matched effectively to meet their needs.
- In lessons, disadvantaged pupils and those with additional needs most often achieve well through a combination of quality first teaching and additional help provided by a teaching assistant in each classroom.
- Following the completion of projects, bespoke support enables disadvantaged pupils and those with additional needs to catch up on any areas that they may not have covered or understood fully.
- When organising pupils in lessons, teachers ensure that disadvantaged pupils and those with additional needs are seated with other pupils who can support them and engage them effectively.
- Teachers plan effectively to engage disadvantaged pupils and those with additional needs fully in lessons. Along with teaching assistants, they pay close attention to the contribution made disadvantaged pupils, particularly those with middle and low prior attainment.
- There is very close communication between the special educational needs coordinator and class teachers and teaching assistants to ensure all staff are aware of and plan to address the details of EHCPs.
- The Nest – a room used to support parents and pupils – provides a tranquil haven of calm for meetings and training that has a significantly positive impact in developing self-regulating skills and restorative justice approaches, especially for pupils who are disadvantaged and those with additional needs.
- The percentage of Year 6 disadvantaged pupils who met the expected standard in reading, writing and mathematics was below that of other groups in 2019, but gaps in achievement continue to close.

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

- ...the good work in closing the gap between disadvantaged pupils and the others were reinforced, especially for boys with high prior attainment.



5. Area of Excellence

None submitted.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would like support in refining the school's self-evaluation document and improvement plan.

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.