

Inspection of Laceby Acres Primary Academy

Swiftsure Crescent, Grimsby, North East Lincolnshire DN34 5QN

Inspection dates: 26 and 27 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Sharon Clapson. This school is part of The Enquire Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Darren Holmes, and overseen by a board of trustees, chaired by Delyse Turrell.

What is it like to attend this school?

Laceby Acres Primary Academy has high ambitions for what all pupils can achieve, including those with special educational needs and/or disabilities (SEND).

Pupils behave well in lessons and around school. The school's approach to behaviour helps pupils to be intrinsically motivated. Pupils say that this helps them to reflect and make informed choices. Pupils are safe. Adults create positive relationships with pupils. This ensures an atmosphere where pupils are happy. If they have any concerns or worries, they know the adults in school will help them to resolve them.

Educational visits support the delivery of the curriculum. This includes trips linked to the Second World War and animal habitats. The school is committed to supporting pupils' wider development. They have created their 'Fab 40'. This is a list of experiences pupils complete while attending the school. One example includes children in early years using the school phone to ring their home. These are to build pupils' character and confidence.

Pupils access a range of extra-curricular opportunities. These clubs are inclusive. Pupils develop their talents in areas such as football and cricket. Pupils also get the opportunity to develop their musical interests. This includes learning the violin and singing in the choir.

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

The school has prioritised reading. The school teaches phonics through a well-sequenced approach. Staff are trained to teach phonics with accuracy. The books that pupils use to practise reading match the sounds that they learn in phonics lessons. This helps pupils to quickly begin to read words. Staff help pupils to read with expression and understanding. This is effective and pupils become capable readers. Leaders regularly check what pupils learn. If pupils have gaps in their understanding, these are identified and they access additional support which is successful.

The curriculum is carefully considered. Teachers have strong subject knowledge and introduce new learning clearly. The school prioritises subject-specific vocabulary across the curriculum. Pupils learn to use figurative language and adverbs in their writing to engage the reader. This is effective. The use of this vocabulary is evident in pupils' discussions. Mathematics is a strength in the school. Pupils start by learning how to complete different mathematics operations. They then use this understanding to solve more complex mathematical problems. In the wider curriculum, the strategies the school uses to help pupils remember their learning are not as effective as they could be. As a result, in these subjects, pupils are not able to build on their understanding as effectively as they could.

The school identifies the needs of pupils with SEND. Where appropriate, the school engages with outside experts to ensure that these pupils get the extra support that

they need. Resources are used to support pupils to access the curriculum. This is effective and pupils with SEND learn well alongside their peers.

Children get a very positive start to their education at the school. Early years is exceptional. Leaders skilfully design learning activities. These precisely match the learning needs of the children. As a result, children extend their understanding successfully. Interactions between adults and children are purposeful. There is a sharp focus on developing children's vocabulary. Adults model ambitious language. Adults ask carefully considered questions that ensure children get the chance to practise using this new vocabulary. Leaders thoughtfully plan transition activities for pupils to move into Year 1. This includes children being taught by their new teacher before the summer holidays. As a result, children are very well placed to access the key stage 1 curriculum.

Pupils learn about equality and inclusion. Pupils accept difference and freedom of choice. They learn about British values. This understanding is reinforced when pupils are voted into school leadership roles by their peers. The school ensures that these roles contribute to school life. Pupils accompany the school leaders when monitoring the quality of education. This has led to tangible improvements to the school. An example was when pupil leaders canvassed the thoughts and feelings of their peers. This provided further insight into how leaders could improve the school. As a result, school leaders create an environment where pupils are comfortable sharing mistakes.

Staff at the school are well supported. Leaders consider staff workload. The school accesses development opportunities provided by the trust. This allows staff to visit other schools across the country to research how they can improve the curriculum. These opportunities are valued by staff. It is supporting them to refine the curriculum and the way it is delivered.

Trustees and those responsible for governance fulfil their responsibilities. The systems set by the trust ensure that governors and trustees have an accurate picture of the school. They use this information to support school leaders to continue to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, some pupils are not remembering enough of what they learn. As a result, they are not able to build and develop their understanding as effectively as they could. The school needs to better support pupils to retain knowledge in these subjects so that they deepen their understanding.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140581
Local authority	North East Lincolnshire
Inspection number	10297398
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	Board of trustees
Chair of trust	Delyse Turrell
CEO of the Trust	Darren Holmes
Headteacher	Sharon Clapson
Website	www.lacebyacres.org
Dates of previous inspection	8 and 9 December 2022, under section 8 of the Education Act 2005.

Information about this school

- The school is part of The Enquire Learning Trust.
- The school has a breakfast club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and other staff.

- Inspectors held meetings with the chief executive officer, trustees and governors.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils' read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses.

Inspection team

Andrew Yeomans, lead inspector	Ofsted Inspector
Angela Harper	Ofsted Inspector

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