

# Inspection of Revoe Learning Academy

Grasmere Road, Blackpool, Lancashire FY1 5HP

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Inspection dates: 9 and 10 July 2024

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

The headteacher of this school is Dayle Harrison. This school is part of the Sea View Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Angela Holdsworth, and overseen by a board of trustees, chaired by Martyn Jones.

## **What is it like to attend this school?**

Pupils are made to feel welcome at this school, which prides itself on supporting families and the wider community well. Being resilient forms an important part of the school's values. Caring and supportive staff provide opportunities that build pupils' confidence, independence and resilience. Pupils trust that staff will help them if they have any worries or concerns. This helps pupils to feel happy at school.

The school is ambitious for pupils, including for those with special educational needs and/or disabilities (SEND). Many pupils join the school part way through their primary education. A number of pupils are also at the early stages of learning to speak English as an additional language. These pupils receive consistent support from staff to build up their knowledge and spoken English.

Pupils make the most of the opportunities that the school provides for them. They behave well in lessons, work hard and achieve well.

Pupils delight in the trips that they get to take part in. These include visits to farms, museums and residential camps. Pupils also value the opportunities to develop their talents and interests. These include performing a talent show for parents and carers, through to attending a wide range of clubs, such as cookery and science.

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

The published performance data in 2023 shows that by the end of Year 6, pupils' attainment in reading, writing and mathematics was significantly below the national average. Some of these pupils missed considerable amounts of time in school as a result of the COVID-19 pandemic. Furthermore, a large number of pupils joined the school midway through key stage 2. Some pupils joined with little prior experience of being in school and were new to learning English. Pupils who attend the school for the majority of their primary education are well prepared for secondary school by the end of Year 6.

The school has carefully considered the important knowledge that pupils should learn across the curriculum, beginning in the two-year-old provision and Nursery Year. Typically, teachers use this information well to design learning activities that deepen pupils' knowledge. Nevertheless, some of the learning activities that a few teachers design do not support pupils to successfully build on what they already know. As a result, some pupils do not deepen their knowledge as well as they could.

The school has provided teachers with suitable training, which enables them to deliver much of the curriculum successfully. In most cases, teachers check on what pupils know and remember from previous learning. This helps teachers to address any gaps in knowledge that pupils may have. However, in one or two subjects, some teachers are not consistent in how they do this. Consequently, some pupils have unidentified gaps in their knowledge. This hinders these pupils' ability to make sense of new learning.

The school prioritises the teaching of phonics. The phonics programme is delivered by well-trained staff. Staff ably support those pupils who need extra help in learning phonics. New arrivals to the school, including those pupils who speak English as an additional language, learn phonics quickly and successfully.

The school ensures that pupils access a broad range of texts, including poetry and non-fiction. This begins in the early years, where many staff are knowledgeable in educating young children, including those in the two-year-old provision. Staff in the early years skilfully help children to learn new words and to broaden their vocabulary.

The school has highly effective systems in place to identify and assess the additional needs of pupils with SEND. Expertly crafted support and resources ensure that pupils with SEND access the same curriculum as their classmates.

Pupils attending the specially resourced provision for pupils with SEND (specially resourced provision) follow a well-structured curriculum. Staff skilfully tailor learning activities to meet the individual needs of pupils. Staff develop pupils' language and communication skills and support their social interactions effectively. The school works closely with parents and a range of external professionals to successfully support these pupils.

Behaviour across the school is positive and learning is rarely interrupted. Children in the early years learn cooperatively alongside one another and follow class rules and routines well. Pupils who need extra support in managing their emotions are well supported by nurturing staff.

Pupils experience many opportunities that prepare them well for life in modern Britain. For example, they understand that there are many different types of families in society. Pupils know that they should treat everyone with respect regardless of differences. Pupils understand how to keep themselves safe online.

Trustees and local committee governors closely monitor how well the school operates at all levels. They have a clear focus on the quality of education provided by the school and carry out their delegated duties effectively. Staff value the way in which the trust and school work with them to minimise unnecessary workload and the investment that has been made in developing their expertise.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In one or two subjects, some of the learning activities that a small number of teachers design do not build successfully on what pupils already know. As a result, some pupils do not deepen their understanding as well as they could. The school should ensure that teachers are supported to design activities that help pupils to connect learning and build up a deep body of knowledge.
- In one or two subjects, some teachers do not check how well pupils have remembered and understood what they have been previously taught. Some pupils have unidentified gaps in their knowledge that hinder their ability to make sense of new learning. The school should ensure that teachers are well equipped to check that pupils' knowledge is secure before introducing new topics and concepts.

## 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 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

<b>Unique reference number</b>	140673
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10321440
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Martyn Jones
<b>CEO of trust</b>	Angela Holdsworth
<b>Headteacher</b>	Dayle Harrison
<b>Website</b>	<a href="http://www.revoelearningacademy.co.uk">www.revoelearningacademy.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 February 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Sea View Trust.
- The school provides educational provision for two-year-old children.
- The school operates a specially resourced provision. This caters for pupils aged five to 11 years with autism and multiple learning disabilities. At the time of the inspection, there were 10 pupils on roll at the specially resourced provision.
- The school operates an assessment centre for early years children who have SEND. Children attending this centre have a range of special educational needs. At the time of the inspection, there were eight children on roll at the assessment centre.
- The school does not make use of alternative provision.
- The local governing committee operates a breakfast club.

## 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors completed deep dives in the following subjects: early reading, mathematics, computing, history and science. As part of the deep dives, inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work.
- Inspectors also looked at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils read to a familiar adult.
- Inspectors spoke with the CEO, headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the local governing committee, including the chair. He also spoke with members of the board of trustees, including the chair. The lead inspector also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online pupil survey.
- Inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- Inspectors spoke with some parents. They considered the responses to Ofsted Parent View. This included the free-text responses.

## Inspection team

David Robinson, lead inspector	His Majesty's Inspector
Michelle Joyce	Ofsted Inspector
Rachael Alarcon	Ofsted Inspector

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