

# Inspection of Wyberton Primary Academy

Saundergate Lane, Wyberton, Boston, Lincolnshire PE21 7BZ

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Inspection dates:	15 and 16 July 2025
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	Outstanding

The headteacher of this school is Sarah Paul. The school is part of Infinity Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gavin Booth, and overseen by a board of trustees, chaired by Steve Lancashire.

Ofsted has not previously inspected Wyberton Primary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Wyberton Primary School to be outstanding for overall effectiveness, before it opened as Wyberton Primary Academy as a result of conversion to academy status. The school received an ungraded inspection under section 8 of the Act in December 2021.

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

Pupils enjoy coming to school and feel safe. They benefit from an inclusive, nurturing environment with high-quality pastoral care. Pupils know who to talk to if they have any worries. They trust staff to deal with any concerns appropriately. Staff know pupils and their families well. The school fosters a strong sense of community and pupils talk about the family feel of the school.

The school has high aspirations for all pupils. Staff are committed to meeting pupils' individual needs. As a result, pupils achieve well, particularly in reading and mathematics. The work of the school embodies its vision of 'growing futures together'. The school is passionate about providing pupils with opportunities to help them to fulfil their potential. A noteworthy aspect of the school's personal development provision is its enterprise and careers work.

The school has high expectations of pupils' behaviour and teaches these through its behaviour curriculum. Most pupils follow the school's expectations and routines. The school's values of love, hope, unity, curiosity and integrity are evident in the daily life of the school. Pupils are friendly and welcoming to visitors. One pupil echoed a common view saying, 'It's a super welcoming school!'

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

The school has an ambitious, well-sequenced curriculum, which identifies the key knowledge and skills that pupils need to know and understand in all subjects. Pupils confidently use subject-specific vocabulary relating to what they are currently learning. The school emphasises application of key curriculum content in purposeful, real-life contexts, such as producing, marketing and selling products for profit. Consequently, pupils understand the relevance and importance of their learning.

The curriculum is having a strong impact in many subjects. In the core subjects, pupils regularly revisit important prior learning and can recall and discuss this confidently. However, learning is not revisited as effectively in some wider subjects. This means that some pupils forget important knowledge and are unable to build their understanding of key concepts.

The school prioritises the teaching of phonics and reading. Children begin to learn to read as soon as they start at the school. Well-trained staff identify pupils who are at risk of falling behind with their reading, providing effective support to help them keep up with their peers. Staff model and promote a love of reading and encourage pupils to read daily. As a result, pupils are enthusiastic readers, who achieve good outcomes in reading.

The school has carefully considered its early years provision, so that children are well prepared for learning in key stage 1. Staff in the early years have strong, positive relationships with children. The school offers parents and carers frequent opportunities to engage in their child's learning. However, opportunities for staff to interact and develop

children's language skills are sometimes missed. As a result, children do not develop their language and vocabulary as well as they could.

The school supports pupils with special educational needs and/or disabilities (SEND) well. The school identifies pupils with SEND quickly and ensures that appropriate support is put in place. Staff adapt the delivery of the curriculum well to ensure that all pupils, including those with SEND and those who are disadvantaged, access and learn the full curriculum. Most parents are positive about the support that their child receives.

The school has high expectations of pupils' behaviour. As a result, most pupils learn well in calm and purposeful learning environments. Most pupils have a clear understanding of the school's expectations and follow them well. Most pupils sustain their concentration and have positive attitudes to learning. The school prioritises high attendance. It has established rigorous and effective systems to reduce absence. Pupils attend well.

The school's personal development provision is well established. Pupils know and enact the school's values. They have an inclusive, welcoming and tolerant attitude to diversity. Pupils have a good understanding of what constitutes a healthy lifestyle. The school provides pupils with a range of leadership opportunities and broadens their horizons through a variety of trips and visits. Pupils have a good understanding of fundamental British values and the differences between people. This prepares them well for life in modern Britain.

Leaders are considerate of staff workload and well-being. Staff describe the culture at Wyberton Primary Academy as being one of genuine care, encouragement and mutual support. Staff share a commitment to securing the best outcomes for pupils and work as a team to meet this aim. The school is well led. The trust supports school leaders effectively, checking closely on all aspects of the school's work and ensuring that pupils achieve well.

## **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 subjects, some pupils do not remember crucial curriculum content securely. They sometimes remember the activities that they have done rather than the important knowledge that they need to retain. As a result, some pupils cannot build on their prior learning and deepen their understanding of key concepts. The school should refine its approach to the retention of important learning, so that pupils gain a rich body of knowledge in all subjects.
- At times, children in the early years do not benefit from high-quality interactions with staff. Consequently, some children do not develop their communication and language

skills as well as they could. The school must ensure that all staff have the knowledge and skills that they need to develop children's communication and language throughout the early years provision, including during free choice activities and imaginative play.

## **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

<b>Unique reference number</b>	146916
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10240862
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Steve Lancashire
<b>CEO of the trust</b>	Gavin Booth
<b>Headteacher</b>	Sarah Paul
<b>Website</b>	<a href="http://www.wybertonacademy.co.uk">www.wybertonacademy.co.uk</a>
<b>Dates of previous inspection</b>	1 and 2 December 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Infinity Academies Trust.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 carried out deep dives in early reading, mathematics, geography and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers, spoke with pupils and looked at samples of pupils' work.
- Inspectors also considered pupils' learning in English, history, design and technology and religious education.
- Inspectors met with the headteacher, senior leaders, subject leaders, teachers, and support staff. Inspectors also met with leaders with responsibility for pupils with SEND, disadvantaged pupils, the early years, behaviour, attendance and personal development.
- 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 examined a range of school documents relating to behaviour, attendance and governance, as well as the school's self-evaluation and the academy improvement plan.
- The lead inspector listened to a sample of pupils read with familiar adults. Inspectors met with groups of pupils from different year groups.
- The lead inspector met with trust leaders, including the CEO of Infinity Academies Trust, as well as a member of the trust board and the chair of the academy monitoring committee.
- Inspectors considered the responses to Ofsted Parent View and the results of Ofsted's online staff and pupil surveys.

## **Inspection team**

Damienne Clarke, lead inspector

His Majesty's Inspector

Chrissie Barrington

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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