

Signhills Infant Academy

Address: Hardys Road, Cleethorpes, North East Lincolnshire, DN35 0DN

Unique reference number (URN): 138062

Inspection report: 21 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils, including those with special educational needs and/or disabilities and other barriers to their learning, make effective progress through the curriculum from their starting points and achieve well. Pupils secure the early skills that they need for reading, writing and mathematics. Pupils have regular opportunities to practise these skills to embed them. Where needed, staff make adaptations and provide support to close gaps in learning. Pupils learn to read with fluency and accuracy. The number of pupils who attain the required standard in the phonics screening check at the end of Year 1 is above the national average.

Pupils engage well with the rich and varied curriculum. Work in books shows that pupils make effective progress over time across all areas of the curriculum. Pupils talk about their learning with confidence and in detail and use appropriate, subject-specific vocabulary. They are well prepared for their next stage of learning.

Attendance and behaviour

Strong standard ●

Leaders check pupils' attendance and take swift action to provide support for families where needed. Attendance levels are above the national average, and persistent absence is low. Leaders regularly communicate with parents and carers to raise the profile of attendance. Where needed, leaders work with external agencies to provide specific support for families. To support attendance, leaders make adaptations to the school day. They invite pupils to morning groups and the breakfast club to promote punctuality. Pupils and staff celebrate high attendance in school. Pupils value their attendance rewards and certificates.

Pupils' behaviour is exemplary. They are polite, respectful and show kindness to others. Bullying is rare. Staff have high expectations for behaviour, and pupils respond consistently well. Relationships between staff and pupils are extremely positive, and pupils know that staff will help them when needed. Pupils are creative and cooperative in their play. They involve others in their play and explain their games and ideas confidently to others. When small disagreements happen, pupils resolve these themselves. They request the support of the pupil wellbeing ambassadors or staff when needed. Pupils show positive attitudes to learning in lessons and take pride in their work. They listen attentively to staff, follow routines well and treat visitors with warmth and respect.

Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious and well-sequenced curriculum that builds pupils' knowledge carefully over time. Staff take time to ensure that pupils secure important skills that will help them with future learning. Curriculum documents set out subject-specific vocabulary that pupils should learn. Pupils use this vocabulary confidently when talking about their learning. As a result of training, teachers are highly skilled and adapt lessons effectively to meet the needs of all pupils. They meticulously identify gaps in pupils' knowledge and carefully plan next steps for learning. The school's curriculum design provides engaging experiences for pupils. For example, visits from a professional artist and

visits to the local church bring the curriculum to life and help pupils to remember their learning.

Leaders prioritise the teaching of early reading, writing and mathematics. Staff teach phonics consistently well across the school. This enables pupils to learn the early skills of reading effectively. Reading books are appropriately matched to pupils' reading ability. Pupils read accurately using the sounds that they know. There is a consistent approach to the teaching of mathematics. Teachers revisit prior learning so that pupils know how new learning links to existing knowledge. The use of practical resources supports pupils' learning.

Early years

Strong standard 

Children in the early years make a positive start to their education. They enjoy coming to school. Staff work with parents and carers to help children to settle quickly. Staff set clear and consistent routines and expectations. Children follow these independently. Staff meet children's welfare needs well.

Skilful staff maximise opportunities to develop children's knowledge and vocabulary. Activities in the indoor and outdoor learning areas support children's learning and develop their independence. The learning environment meets the needs of all children effectively, including those with special educational needs and/or disabilities and those with other barriers to their learning. When needed, staff make additional adaptations to enable children to access learning successfully. Children quickly become confident learners. They play and learn cooperatively with each other. This creates a calm and purposeful learning environment. Leaders' new approach to teaching in the early years develops children's curiosity using real-life resources.

Staff teach phonics consistently well. They follow the routines of the structured teaching programme, which helps children to learn new sounds. Children make effective progress through the programme and secure the early skills for reading and writing quickly. Where there are gaps in learning, staff provide effective support to close these. This prepares children well for Year 1.

Inclusion

Strong standard 

Leaders are passionate about providing carefully considered support to pupils. They swiftly identify any barriers to learning and/or wellbeing that pupils have and take effective action to reduce these. Leaders work proactively with families to make positive changes for pupils to help them to be successful. Pupils with special educational needs and/or disabilities and other barriers to their learning receive targeted support. Staff devise individual pupil support plans that are precise and purposeful. They work closely with leaders to find suitable adaptations to use in lessons and then check that these have the intended impact. This helps pupils to achieve well.

Staff know pupils' needs remarkably well. They use additional funding, such as the pupil premium, carefully so that it has the most impact on pupils. Some pupils receive specific support, such as small-group work, which closes gaps in their learning. Staff have the expert skills to support pupils effectively, both in learning and pastorally. Leaders draw on advice

from specialists where needed to ensure that pupils get the right help for their needs. This includes working with the local authority, particularly for pupils known, or previously known, to social care. Leaders provide highly skilled support for these pupils.

Leadership and governance

Strong standard ●

Leaders, governors and trustees understand that their vision, 'strength for today, bright hope for tomorrow', begins from the moment pupils join the school. They have a structured plan in place to implement their vision and to continually improve the school. Leaders are proactive in their work across the trust and with wider agencies. They positively engage with parents, carers and community members, which brings about targeted support and purposeful change for the pupils at Signhills.

Governors are actively engaged in school life and regularly meet with parents, carers and staff. They carefully evaluate the impact of leaders' actions to identify areas for development which will positively impact pupils. For example, their work with leaders to develop the provision in the early years has had a positive impact on children's levels of independence and concentration.

Governors and trustees have the knowledge and skills to meet their statutory duties well and provide high-quality support and challenge to leaders. They check the provision for pupils with additional needs and ensure that leaders use additional funding appropriately.

Staff enjoy working at Signhills. They feel involved in shaping the school's priorities. Leaders' strategic planning includes professional learning for staff to sustain long-term impact. Staff are particularly positive about the focus on subject leadership and the training provided to develop their skills as leaders. Staff value leaders' focus to balance their workload and support their wellbeing.

Personal development and wellbeing

Strong standard ●

Leaders have designed a personal development offer that combines taught lessons with wider opportunities and experiences. The curriculum teaches pupils about keeping themselves healthy and safe. Leaders place particular focus on water safety, teaching all pupils to swim from the Reception Year through to Year 2. Leaders plan a range of wider opportunities including visits, visitors and '30 things to do' before they leave school. This prepares pupils well for their next stages in education.

Pupils learn about fundamental British values in an age-appropriate way. They know that we all need to follow rules and have a responsibility to look after each other. Pupils recognise that they are unique and celebrate ways in which they are different. They welcome new people to their school and respect any differences they have. There is a range of opportunities for pupils to take on leadership roles within the school. Pupils apply for these roles through a written application and vote who to appoint as their school councillors. Pupils are proud of their leadership roles and know that they make a difference in school. For example, wellbeing ambassadors support pupils to be kind and play well together.

Pupils develop their talents and interests through extra-curricular clubs and other activities, including a joint choir with the neighbouring junior school. This enables pupils to perform at

special events. Pupils enjoy visits linked to the curriculum and are proud to share their knowledge about what they have learned. For example, the visit to the heritage centre teaches pupils about key historical figures that made Grimsby and Cleethorpes famous.

Leaders proactively identify pupils who need pastoral support. They know pupils and families well and offer a range of strategies and activities to develop pupils' emotional regulation and confidence. Where needed, leaders work with wider specialist services to support pupils and their families.

What it's like to be a pupil at this school

Pupils at Signhills Infant Academy are welcomed into school by staff who know them well. There is a real sense of belonging across the school. Pupils are happy, feel safe and know that staff in school help them if they have any problems or worries. Pupils, right from the early years, are extremely well behaved. They understand the school's behaviour expectations and demonstrate kindness to each other. Records show that bullying is rare. Staff deal with it appropriately if it happens. Pupils know that trusted staff are there to help them whenever they need it. Pupils learn the school values to be kind, responsible, brave, confident, positive and curious. They show these values in their learning and through their relationships with each other and staff. Pupils understand the importance of respect and speak out when they know that something is wrong.

Pupils enjoy their learning and achieve well. They experience a rich and varied curriculum which develops their skills and knowledge from the moment they start at the school. Pupils are proud of their work and speak confidently about their learning. They demonstrate maturity and independence when managing their emotions and in their learning.

Pupils value their leadership roles in school. They are proud of their responsibilities and the support they provide to each other. For example, the key stage 2 reading leaders share stories with younger children. Pupils access a wide range of enrichment opportunities which develop their talents and interests. These include activities with external sports coaches and music teachers who run the school choir. Leaders provide a wealth of opportunities to learn about the wider world. Consequently, pupils have a clear understanding of the world around them and know how to keep themselves safe.

Next steps

- Leaders should continue to embed their approach to teaching in the early years to ensure that it prepares children even more effectively for their next steps in education.
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About this inspection

This school is part of St Lawrence 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, Mike Adnitt, and overseen by a board of trustees, chaired by Bishop David Court.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place from 21 July to 22 July 2026.

Inspectors spoke with the headteacher, other school leaders, staff, pupils and parents and carers as well as staff from the alternative provision during the inspection. The lead inspector met with members of the governing body and the trust board.

The inspectors confirmed the following information about the school:

The school currently makes use of one unregistered alternative provision.

The school also, under the same registration, runs a breakfast and after-school childcare provision for its pupils.

Headteacher: Hannah Gray

Lead inspector:

Bec Yeadon, His Majesty's Inspector

Team inspectors:

Nicola Beaumont, His Majesty's Inspector

Katie Hall, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 21 July 2026

School and pupil context

Total pupils

221

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.24%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.26%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.50%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.7%	13.0%	Below
2023/24 (3 term)	12.1%	14.6%	Close to average
2022/23 (3 term)	19.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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