

## Written Report

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### CHALLENGE PARTNERS: Quality Assurance Review Written Report

<b>Name of School:</b>	<b>Stanley Grove Primary Academy</b>
<b>School Address:</b>	Rushford Street, Longsight, Manchester M12 4NL
<b>Hub School:</b>	Bright Futures Trust

<b>Telephone Number:</b>	0161 256 3184
<b>Email address:</b>	admin@stanleygrovemanchester.sch.uk

<b>Unique Reference Number:</b>	138785
<b>Local Authority:</b>	Manchester
<b>Type of School:</b>	Primary
<b>School Category:</b>	Academy
<b>Age range of pupils:</b>	3-11
<b>Number on roll:</b>	671 (Including nursery)
<b>Head teacher/Principal:</b>	Phil Mellen – Executive Principal

<b>Date of last Ofsted inspection:</b>	17-18 June 2014
<b>Grade at last Ofsted inspection:</b>	Good

<b>Date of Quality Assurance Review:</b>	10 – 12 February 2016
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>

**School Improvement Strategies:** Outstanding

**Outcomes for Pupils:** Outstanding

**Quality of Teaching, Learning and Assessment:** Outstanding

**Area of Excellent Practice:** Confirmed  
**Sports and Enrichment**

### Overall Review Evaluation

The Quality Assurance Review found indicators that Stanley Grove Primary Academy appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report in June 2014 and is working within the Outstanding grade.

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<sup>1</sup> Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

## Information about the school

- Stanley Grove is a larger-than-average primary school and is an academy member of the Bright Futures Education Trust (BFET).
- The vast majority of pupils come from minority ethnic backgrounds. The largest groups represented are Pakistani and then Bangladeshi backgrounds. Very few white pupils are from British heritages.
- The proportion of pupils whose first language is not/believed to be English is very high and the vast majority of children entering the early years classes do not speak English.
- The proportion of pupils supported by pupil premium funding is well above the national average.
- The proportion of pupils who have special educational needs is around the average.

## School Improvement Strategies

### What Went Well

- The leadership team continue to strive to actively build on the already strong and positive partnerships and links they have with the school community. This has been important for the long-term sustainability of their goals and aspirations. Their future engagement, support and involvement are clearly obvious in the designs for the new school build.
- The leadership team have very high expectations and aspirations for all pupils in the school and these are seamlessly and accurately built-in to the school improvement planning. Leadership roles are clearly defined to ensure the school is meeting its ambitious targets and over time has enabled them to develop outstanding practices.
- The monitoring of outcomes from teaching and learning, the scrutiny of planning and pupils' work and the tracking of pupils' achievement are continuous and rigorous. This enables a clear and effective identification of strengths and areas for improvement.
- Continuing professional development is an engrained culture within the school and all staff fully embrace this philosophy. There is now a fully embedded process of 'reflective Inquiry' and the professional development work with newly and recently qualified teachers is exemplary and critical to the sustainability of outstanding practices.
- The work of phase leaders has been very successfully developed since the last Challenge Partner review and these leaders are not only successfully monitoring the impact of improvement strategies but also undertaking valuable coaching and mentoring roles.
- Considerable effort and innovation has been used to devise an assessment system that is very well linked to new curriculum standards. This has been well embedded over a short period of time and is successfully influencing daily planning and teaching and learning practices. These new procedures are enabling leaders to effectively track the progress of all groups of pupils to ensure that none fall behind and underachieve.

- There has been a strong emphasis on vocabulary-focused trips in every year group, which are used as stimuli for writing in English. This was clearly evident in a Year 5 English lesson where children brought their learning to the classroom from a previous day trip and were confidently able to use and apply the vocabulary for their 'recount' writing.
- The recently introduced 'Singapore Maths' programme is successfully improving the rates of progress for many pupils because of higher levels of engagement and interest. It has also been instrumental in developing teacher subject knowledge further by improving practical resources and the planning and delivery of maths.
- Increased promotion of curricular opportunities is further extending pupils' knowledge, skills and understanding in a range of artistic, creative and sporting activities. The school has prioritised 'enriched learning' – learning outside of the classroom and excursions to a wide variety of places of interest.
- On-going improvements to the marking policy has evolved practices that clearly highlights what the children have done well and how they are helped to respond and move on in their learning.

#### **Even Better If...**

...all leaders continued to monitor and reevaluate the impact of new assessment procedures up to and beyond external testing arrangements for 2015 to ensure the excellent procedures, already in place, achieve their full potential.

#### **Outcomes for Pupils**

- As identified in previous Challenge Partner reviews, progress across all year groups has at least good, often outstanding, added value due to the aspirational targets set by the school. Consistency of practices is now ensuring that most pupils are achieving national standards by the end of Year 6. Given the low and very low entry standards to the school the school should consider they are now providing borderline outstanding outcomes.
- Most children enter the EYFS below standards expected, with a significant numbers at well below these figures. There is a strong trend of rising numbers who achieve good levels of development - just below national expectations in 2015. Given that most enter the early years with no English this represents good, and often, outstanding progress.
- The school has done outstandingly well to sustain the progress achieved in the early years. There is a positive upward trend, from previous low figures, for the number of Year 1 pupils passing the phonics screening check and also with standards in reading, writing and mathematics improving to around the national average in 2015.
- The 2015 attainment figures for reading, writing and mathematics at Key Stage 2 are similarly around the national average when taking into account the disapplied pupils. This reflects a strong upward trend in attainment over three years.

- The trend for year on year value added scores that show the progress of pupils is even stronger. Progress in all subjects has been significantly above national figures and this has now been sustained for three years and can be considered outstanding progress.
- The school has been very successful in closing the achievement gaps between disadvantaged pupils and their classmates. Highly successful interventions, for example with pupils who have special educational needs or had performed poorly in Key Stage 1, means their progress is accelerated faster than the national rate.
- Present data reveals similar trends and on-course projections to ensure the school is working within outstanding parameters. The strong trend for accelerating progress in Years 1 and 2 is being maintained. Successive pupil progress evaluations have concluded a narrowing of in-class progress gaps, sustaining the recent trend for achieving this consistently in all year groups.
- Leaders optimise this process by conducting gap analysis and, when needed, undertake a series of initiatives, including redistributing staff, to work with identified pupils/groups until they are back on track.
- Recent strategies identified reading and interventions for specific disadvantaged pupils, as areas for improvement. A designated strategic lead teacher for reading focused on promoting a love of the subject and for ensuring the consistency of the teaching of it across the school. Up-to-date information reveals better-than expected progress in most year groups as a result of these strategies.
- The most recent evaluations have quite rightly considered the need for similar practices/strategies to ensure similar outcomes for writing with some groups of pupils.

## **Quality of Teaching, Learning and Assessment**

All lesson observations were focussed in classrooms with teachers who were either recently qualified or new to the school.

### **What Went Well**

- In all lessons observed there were very positive relationships between teachers and their pupils. Whilst the levels of challenge are high the teachers prioritise high levels of care and support for their pupils and the ethos for wanting to these targets is clearly evident in all classrooms. In a meeting with pupils one of them remarked “I want to learn and be challenged”.
- Pupils arrive at their classrooms and immediately become engaged in their learning and are very well behaved. These learning behaviours were observed in a Year1 art lesson where pupils showed excellent self-discipline and creativity. Similarly, in a Year 4 lesson where pupils act-out different body language scenarios with excitement and control.
- Questioning was used well and it nearly always deepens understanding and accelerates progress. An example of such excellent practice was observed in Year 3 maths which

moved beyond teacher questioning and structured learning so that pupils needed to question each other's understanding to further articulate their learning.

- Half-termly updated assessment data is used very well to inform lesson planning. Teachers know their pupils exceptionally well and use the recently developed progression statements to correctly inform the next steps in learning for all groups.
- The school has acted on previous 'even better ifs' (EBI) to make marking consistently good across the school. Pupils told the reviewers how this helps them reflect and act on the next steps in learning and this is ensuring they know how to improve their learning.
- The vocabulary rich environment and excellent application of phonics in the EYFS leads to accelerated progress in language for those children who arrive not being able to speak English. Similar progress is made with number learning with the reinforcement of age appropriate mathematical language, as well as variety of activities linked to counting and number conservation.
- Pupils' are highly motivated by the interesting lessons planned for them and there has been a recent focus to further enrich their experiences with tasks that link creativity across subjects and a focus on enriching vocabulary 'trips' outside of the classroom.
- The progress made by small groups of pupils working with additional adults has improved as a result of an EBI in the last review. Progress is accelerated for these pupils because of the excellent modelling of learning, the use of specific vocabulary and the questioning skills of adults.

### **Even Better If...**

... the school continued to build on cross-curricular practices that further develop and improve pupils' literacy and numeracy skills.

...there was further consistency for every teacher to build on the existing good practices to ensure pupils of all abilities are challenged in every lesson.

...there was further refinement of the EYFS good and outstanding practices when operating in the newly built school free flow environment.

### **Quality of Area of Excellent Practice Sports and Enrichment**

The area of excellence has developed out of school-focused practices and enrichments in PE and sport, extra-curricular activities, visits and community events, and learning activities that happen outside of the classroom. The positive outcomes for these strategies are clearly evident within the school and include:

- A significant extended range of learning opportunities offered to the pupils that enriches their learning and expands their experiences. This is because of an increase of visits to a

range of Manchester cultural facilities, such as The Whitworth, Old Trafford and the Manchester Museum.

- Learning in the classroom or the wider community is enriched through creativity, often linked to community events like the Manchester Day Festival, Frozen Family Festival and The Big Draw, all of these involving many hundreds from the local communities sharing the activities.
- The sport and PE provision offers outstanding PE teaching and extra-curricular activities in over 40 clubs, involving almost 90% of the pupils. Pupils are successfully participating in a wide range of community events and competitions and also attending world-class sporting events.
- Learning outside of the classroom has involved the creation of a 'forest school' and regular trips outside of school, which are strongly linked to vocabulary development and the development of higher quality writing. Nearly all pupils are involved in bespoke residential trips that are tailored to their needs.

The school rigorously monitors the impact this provision has on the lives of their children socially and emotionally and also, intellectually. They link much-improved attainment and achievement outcomes/data to the levels of enriched learning on offer to the pupils. Parental and pupil questionnaires also reflect overwhelming support for this aspect of the school's work. The school has already extensively set up outreach activities to support this aspect of their work and is sharing the expertise with other schools in the area.

## **Partnerships**

### **How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?**

The school is a long-standing member of Challenge Partners and some of the recent improvement after reviews have included:

- Further refinement of the 'Reflective Enquiry Programme' (an Area of Excellence on a previous review) to develop cross-phase teacher trios to think about their practices and to further develop the skills of phase leaders to improve their monitoring roles.
- Refinement – via explicit narrative – of ongoing evaluation of the school improvement plans, including the rating of progress using refined data analysis and tracking procedures and the development of success criteria.
- Other aspects developed using EBI's have included refinements to the work the school does with interventions with specific groups of pupils; developing the new curriculum, including mastery aspects; refinements to the marking policy; the development of multi-sensory play and early writing in EYFS and improving teaching skills using their 'Teach Like a Champion' theme.

### **How have you worked with, or supported, other schools in Challenge Partners?**

The school staff play a key role in leading and shaping the local Challenge Partner network. This has included the development of the 'Leadership Residency Programme' and the QAR Area of Excellence reviews. Staff are also very involved in Challenge Partner events, such as the facilitation and presentation of the NW Conferences in 2015.

Many school leaders have taken part in QAR reviews in other schools and use these experiences to shape work in their school and extended to leadership residency in other Challenge Partner schools. The school has pioneered the 'Challenge the Gap' scheme and this has led to dual projects in other schools. They were heavily involved in setting up the North West Hub – and now share INSET days and staff meetings with other members.

**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.**

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

Following discussion with the headteacher, the school would like to reflect further about what support they might like.