

**REVIEW REPORT FOR  
STANLEY GROVE PRIMARY  
ACADEMY**

<b>Name of School:</b>	STANLEY GROVE PRIMARY ACADEMY
<b>Head teacher/Principal:</b>	Tracey Ward
<b>Hub:</b>	North West Hub
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	Bright Futures Education Trust

<b>Estimate at this QA Review:</b>	Good
<b>Date of this Review:</b>	06/12/2017
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	06/02/2017
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	17/06/2014

**Quality Assurance Review**

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Good
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Good
<b>Area of Excellence</b>	Not submitted for this review.
<b>Previously accredited valid Areas of Excellence</b>	Developing a community culture of literacy - 06/02/2017 Sports and Enrichment – 10/02/2016
<b>Overall Estimate</b>	Good

*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.*

## 1. Information about the school

- Stanley Grove Primary Academy is a larger than average sized primary school in an area of high social deprivation in Manchester. There is approximately an even proportion of boys and girls in the school.
- The proportion of disadvantaged pupils in the school is more than double the national average.
- Almost all pupils come from minority ethnic backgrounds. Pakistani pupils comprise the largest group, where almost 60% of the total school population have this heritage. Over three-quarters of pupils speak English as an additional language. Both measures are well above the national averages.
- The proportion of pupils who receive support for special educational needs and/or disabilities (SEND) is below the national average. The proportion with a statement of special educational needs and/or disabilities, or an education health care plan is broadly in line with the national average.
- The stability factor is below the national average, meaning more pupils join or leave the school at other than the usual times.

### 2.1 School Improvement Strategies - Follow up from previous review

- The new StatSheffield assessment system was introduced in the early part of the autumn term. Staff are happier with this new system although the first actual 'data-drop' is imminent. Once the system becomes embedded, regular 'data-drops' will remain and teachers will have more continuous access to their class data at any time. This allows staff to focus on groups and/or individual pupils in greater depth and as the head of school suggested, it allows them to 'put the fires out early', meaning that they apply the appropriate support at the earliest opportunity.

### 2.2 School Improvement Strategies - What went well

- The head of school leads a knowledgeable team of senior leaders who are uncompromising in their aims to provide the pupils of Stanley Grove with the best possible educational and cultural experiences. All staff connected with the school universally share their infectious passion; everyone is making a real difference.
- The school development plan clearly prioritises the school's target areas with concrete strategies that are already having a positive effect. Writing in Key Stage 1 has been a major focus and the strategies leaders have put in place are already making an impact.
- Many joint leadership meetings take place with other schools in the trust, enabling closer liaison and the sharing of good practice. This has been particularly useful recently to ensure a smoother transition into using the StatSheffield assessment and tracking system. One school has been using it for over a year and their experiences

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- have proven helpful in establishing the system at Stanley Grove.
- A Middle Leader Residential Programme operates with leaders from other schools in the Challenge Partners North West hub. This empowers and develops this group of leaders. Reciprocal visits, residential training and 'shadowing' leaders in the various schools have not only cemented positive professional relationships but have also had a significant impact on raising the accountability of middle leaders.
  - The school has engaged in the Building the Bridge project. Many cultural visits have been undertaken to museums, galleries and other events in Manchester city centre. These have had a dramatic effect on extending pupils' vocabulary.
  - Practitioner inquiry is a strategy adopted across the trust that encourages individual members of staff to research an area of practice that could benefit the school. This has been very successful in making positive changes in those areas, whilst contributing to teachers' professional development.
  - The head of school has completed training in mental health first aid so that she can support staff and pupils in their mental well-being. All staff and pupils can choose to complete the 'daily mile run', which was introduced to overcome low-mood and anxieties, as well as improving fitness levels. This has led to pupils becoming able to self-regulate their own behaviour and to re-focus on their learning. Mindfulness is now a planned area on the curriculum. Leaders have also created a 'culture of honesty' so that staff can readily approach them to talk over any difficulties they may be facing.
  - The school is an award-bearing Rights Respecting School. This has created a caring culture throughout the school where adults and pupils all treat each other with the utmost respect. It has engendered a notion of 'praise loudly, blame softly' so that great work or positive behaviour is rewarded, while lapses become a cause for discussion rather than punishment.
  - The Singapore Maths scheme was introduced two years ago and this is leading to real progress. As part of the drive to improve reading, Accelerated Reader was introduced in October of this year for Years 5 and 6. Such has been the success around reading, the school won the prestigious Manchester Summer Reading Challenge two years ago.

### **2.3 School Improvement Strategies - Even better if...**

...all staff monitored the effectiveness of newly introduced strategies closely in order to drive up standards.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- To increase challenge and support, work on questioning has been undertaken so that the pitch of lessons has improved. There has been a re-focus on assessment for learning (AfL) skills in the classroom so that teachers have added to their understanding of when pupils have any misconceptions or are stuck in their work.

This has also developed pupils' independence in seeking solutions before they resort to asking the teacher.

### 3.2 Quality of Teaching, Learning and Assessment - What went well

- The quality of teaching, learning and assessment is a strength of the school. Teachers have strong subject knowledge and they deliver stimulating lessons that capture pupils' interest. They are also well in-tune with the learning needs of their classes, showing astuteness in understanding the characteristics of groups and/or individuals.
- Engagement in learning is high. Pupils undertake their tasks enthusiastically so that there are very infrequent lapses in attention. Their behaviour for learning is very positive. AfL strategies are commonly used, particularly so in younger classes, including the use of coloured cups for pupils to self-evaluate their learning. This also enables them to help their classmates, or request peer support, when they are stuck in their work.
- Relationships are a strong aspect of the teaching and learning throughout the school. There is a great deal of mutual respect between staff and pupils and among the pupils themselves. This clearly demonstrates the school's ethos as a Rights Respecting School. One pupil remarked, 'We know that we have the right to have an opinion and our thoughts are heard'.
- Teachers have high expectations of their pupils. They know them extremely well and this enables most to plan appropriately differentiated tasks.
- Teachers pay close attention to prior learning and they adeptly consolidate areas of misconception to close any gaps. They model the learning intention effectively so that pupils have clear knowledge of what is expected of them. There is a common insistence on the use of subject specific language. This expands pupils' vocabulary and allows them to speak in an informed manner about the learning objective.
- Primary learning assistants play a vital role in the school. They apply their considerable knowledge and experience effectively to develop the learning of the pupils whom they are supporting.
- The monitoring of teaching and learning is thorough. Teachers self-assess after an observation then hold a discussion with the leader on a WWW/EBI basis. This gives staff the opportunity to challenge each other, when necessary; the collaborative nature of this process has added to its value. This system is now operated solely by phase leaders who monitor the performance of colleagues within their own phase. These leaders have undergone extensive coaching, ensuring that they have the skills to fulfil this role effectively. In addition to classroom visits and the analysis of data pertaining to a specific class, a detailed book scrutiny is undertaken using the same dialogue-based model. When viewed along with the data for the class and learning walks/observations, this gives an accurate triangulation of the effectiveness of teachers' practice.

### 3.3 Quality of Teaching, Learning and Assessment - Even better if...

...teachers ensured that pupils of all abilities are challenged further so that there is no 'ceiling on learning'.

...there was an increased emphasis on improving pupils' attainment, especially at the greater depth level.

## 4. Outcomes for Pupils

- Children enter the Early Years Foundation Stage (EYFS) with very low starting points, well below that which would be typically expected. Virtually all are from minority ethnic groups and over half have English as an additional language. The high mobility of families in the area also has a negative impact on outcomes data. Despite these factors, within the caring, supportive environment created by EYFS staff, children quickly make improvements in their development.
- In 2017, the upward trend in the percentage of children achieving a good level of development continued, with the school edging closer towards the national average. Girls performed better than boys in every early learning goal.
- The percentage of pupils passing the phonics screening check in Year 1 improved in 2017, bettering the previous year's figure and moving this aspect closer to the national average. Most pupils who are re-entered for the test in Year 2 gain success.
- At Key Stage 1, reading, writing and mathematics were below the national averages at expected and greater depth levels, although mathematics was closer to those figures than the other areas. In the teacher assessed science measure, Stanley Grove pupils' attainment was above the national average.
- In Key Stage 2, a similar picture emerged in terms of attainment with all three areas below the national averages at both levels. However, attainment in mathematics improved dramatically over last year's result. Progress also improved, particularly in mathematics, slightly less so in writing. Raising standards in reading is now a key focus across the school and the introduction of Accelerated Reader is already having an energising effect on older pupils.
- Disadvantaged pupils' attainment was well below the national average in reading and writing at the expected levels, although in mathematics the percentage was much closer. Progress was highest in writing, exceeding that of all pupils in the school.
- A broad range of interventions has been successfully introduced so that progress is improving. The new assessment system has simplified the process for applying the appropriate intervention according to the needs of the pupil. The implementation of interventions is shared by teachers and teaching assistants. The current focus is on raising the attainment of middle prior attainment pupils.
- Support for pupils with little or no English, or who are new to the country, helps them to learn effectively. Rather than isolating them by placing them into an intervention, these pupils are immersed in class to increase their language skills and understanding alongside one-to-one support.

**5. Area of Excellence**

Not submitted for this review.

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

No support is required at this time.

**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.**