



Strategic Review

School: Stanton Bridge

Reviewers: Andrew Pilmore

Date: July 18th 2019

Evidence base: School data, brief learning walk, brief scrutiny of pupils' work, discussions with the Headteacher, senior and middle leaders and pupils

Context

This review took place in one day during which 1 learning walk was undertaken. All classes in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 were visited, and work in writing and mathematics was sampled in Y1 and Y3. The learning walk was undertaken jointly with the Headteacher and other senior leaders.

Stanton Bridge Primary School is a two-form entry with capacity for 472 pupils including a 52 place Nursery unit. The headteacher is an NLE and was awarded an OBE for services to Education in 2014.

Standards have been at or above national expectations over the last 3 years and the school is judged to be Good (2013). The school converted to be an academy in Jan 2017, so the Ofsted window is open now from January '19. This is an "empty MAT" and the headteacher is keen to work with other schools in the future.

A large proportion of pupils come from a wide range of ethnic groups and the proportion of pupils who speak English as an additional language is above average. The proportion of pupils known to be eligible for the pupil premium is above average. The proportion of disabled pupils and those with special educational needs supported through school action is lower than similar schools and this is because SEND pupils do very well at the school. There is a high level of transition at the school for both parents and staff. The school has difficulty with recruitment and is part of a programme for recruitment and retention with the DFE.

There is a free breakfast club on site from 8:10 and a variety of after school clubs, although these are not well signposted on the website.

The main challenges facing the school are:

- pupil mobility
- High proportions of EAL and deprivation

The outcome of inspection in 2013 was good. The areas for improvement were:

1. Make sure that all pupils, especially the more able, move quickly to their own tasks so that they can find things out for themselves.

The effectiveness of leadership and management

- The quality of self-evaluation and its impact:

Strengths: It is clear what the school has done, and it is clear what improvements have taken place. Leaders know which areas need to improve and has stated these in each section. The case for Outstanding is being made in relation to the previous schedule but we need to audit the school against the new schedule in terms of finding evidence for all aspects. Senior leaders have created a super ethos at the school where parents and children are valued. Pupils are polite, hardworking and are encouraged to develop language skills at every opportunity. Given that this review took place on the last day of term, the school can be rightly proud of the behaviour and standards seen.

Areas to consider: The SEF lists the activities the school has undertaken but at times is missing the “so what.” We talked about evidencing the significant improvements the school has undertaken. If the school is to make the case for outstanding, we need to be clear about where we can find the evidence of where it meets **all** of the good criteria. An audit tool for this was shared.

- The quality of school improvement planning and impact of senior leaders in school improvement:

Strengths: School improvement plan has 5 sections and it is clear what improvements the school is working on:

Notes:

S1: Clarity in pupil progress meetings – documentation is clear and identifies which children need extra support by name. We discussed targeting GD a little more effectively.

S2: Part of a DFE initiative. Staff responses to workload and well-being were very positive. They were clear about how SLT had reduced workload, changed marking, developed well-being time, massages, realistic planning expectations etc. Remove “On-going”.

S3 New curriculum and the targets aimed at improving pedagogy and teachers’ subject knowledge is evident. The outcomes and improvement in the books show that there has been a consistent drive to improve the quality of teaching particularly in mathematics. We discussed the differentiation between fluency and reasoning and the need to target GD children more effectively.

S4 Governance structure – trustees, scheme of delegation etc. *(Not covered in this review.)*

S5: New build for pre-school next year. *(Not covered)*

Areas for Development for School improvement planning: Be clear about the difference between monitoring and evaluating in the plan – Who should monitor the work and who should evaluate the quality of the work?

- The rationale for, and impact of, the use of the Pupil Premium: Pupil premium reporting is good and the school bucks national data in that pupils in receipt of PP often exceed national and their non-PP peers. Rationale is clear but school should consider links to EEF and be specific about pupil premium selection. *(HT to discuss this with AP as not raised in the meeting)*
- The impact of the use of the PE and Sports Premium: This not as clear as pupil premium report. Have we won any competitions, increased provision to clubs? etc

- The impact of the use of SEND funding. SEND children do very well at the school and the SENDco leads this area very well. Data indicates that funding is spent effectively.
- The quality of the curriculum, including breadth, range and the extent to which it meets pupils' needs: The school has introduced a new curriculum and the green shoots of improvement are already there. Provision in science is very good and the pupils benefit from a wide variety of visits, experiences and links to local businesses. The children are excited about their learning and enjoy the arts and music when questioned.
- Managing workload of staff: Staff are clear that the school takes managing workload seriously. They are clear that the school has taken steps to remove burdensome marking and planning. Teaching assistants enjoy well-being afternoons and all staff commented upon massage, staff of the month, well-being days etc. They say that they are well supported by the HT and the wider SLT and feel valued, consulted with and part of a team. Areas for improvement were things already in hand like new photocopiers and printers.

The quality of teaching, learning and assessment (as part of quality of education)

During the learning walk, a significant proportion of teaching was typically outstanding, good, required improvement, inadequate. However, there was some that was outstanding, good, required improvement, inadequate.

In the Early Years Foundation Stage: Brief drop in.

<i>where teaching was typically good or better the following was noted:</i>	<i>next steps to improve teaching further:</i>
<ul style="list-style-type: none"> • The quality of writing and evidence of writing stamina was evident. • Activities had a maths and writing focus • Children were engaged and worked together well • Learning journals and books showed very good progress from starting points. 	<ul style="list-style-type: none"> • Does the school need to re-examine the handwriting in terms of presentation in all future year groups?

In Key Stage 1:

<i>where teaching was typically good or better the following was noted:</i>	<i>next steps to improve teaching further:</i>
<ul style="list-style-type: none"> • Children were focussed and on task 	<ul style="list-style-type: none"> • In some classes feedback was not appropriate to the task or ability of the children

<ul style="list-style-type: none"> • There is a clear emphasis on English and Mathematics and writing is used as a vehicle for other subjects, such as science. • Books demonstrate the impact of the new curriculum • Behaviour was excellent and led to very effective learning environments 	<ul style="list-style-type: none"> • Do staff know what is required of the children in order for them to make progress? • Is the provision for greater depth consistent and appropriate?
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In Key Stage 2:

<p><i>where teaching was typically good or better the following was noted:</i></p>	<p><i>next steps to improve teaching further:</i></p>
<ul style="list-style-type: none"> • Children were articulate, interested in their learning and could describe what they were learning • Children could identify how they could make their work better. • Books demonstrate the impact of the new curriculum and science was particularly good. • Behaviour was excellent and pupils worked together well as teams. • P4C has impacted upon how articulate the children are and good standards of attainment are clear in pupil books. 	<ul style="list-style-type: none"> • Is overall presentation good enough and does it show off your pupils' work well enough? • Is the provision for greater depth consistent and appropriate?

Outcomes for children and learners (as part of quality of education)

Early Years Foundation Stage

Good Level of Development: 72% (2018 national average: 72%)

	expected		exceeding	
	2018 school	2018 national	2018 school	2018 national
reading	85	77		19
writing	74	74		11
mathematics	80	78		13
numbers	81	80		16
shape, space & measures	85	82		15
the world	87	86		16

- Boys / girls -Not looked at
- Disadvantaged / other do well at the school.
- First language English / first language other do well at the school

Stanton Bridge has an improving track record and has been above or at GLD for the past 4 years despite low starting points.

Phonics check

	2018 school	2018 national
Year 1	92	82
Year 2	86	92

- Boys / girls -Not looked at
- Disadvantaged / other do well at the school.
- First language English / first language other do well at the school

Key Stage 1

	2018 school expected	2018 national expected	2018 school greater depth	2018 national greater depth
reading	78	75	18	26
writing	78	70	12	16
mathematics	84	76	8	22
science		83	–	–

- Boys / girls -Not looked at
- Disadvantaged /other do well at the school. Above national.
- First language English / first language other do well at the school. Above national.

Key Stage 2 attainment

	2018 school expected	2018 national expected	2018 school high standard or greater depth	2018 national high standard or greater depth
reading, writing & mathematics combined	78	64	9	10
reading	78	75	40	28
writing	89	78	9	20
mathematics	90	76	53	24
EGPS	87	78	57	34
science		82	–	–

- Boys / girls -Not looked at
- Disadvantaged / other do well at the school.
- First language English / first language other do well at the school

- Mobile / non-mobile- Children who are at the school longer do well. Mobility at the school is high. Some classes have nearly half of the children turn over in each year. This has an impact upon teaching and learning in ensuring that new children are not left behind.

Average scaled score

	2018 national	2018 school
reading	105	107
mathematics	104	110
EGPS	106	

Key Stage 2 progress

Distribution of progress scores

	reading		writing		mathematics	
	2018 national	2018 school	2018 national	2018 school	2018 national	2018 school
highest 5%	+4.0 and above		+3.5 and above		+4.2 and above	6.8
75% - 94%	+1.7 to +3.9	2.9	+1.5 to +3.4		+1.7 to +4.1	
60% - 74%	+0.8 to +1.6		+0.7 to +1.4	1.8	+0.7 to +1.6	
40% - 59% (middle 20%)	-0.4 to +0.7		-0.3 to +0.6		-0.6 to +0.6	
25% - 39%	-1.3 to -0.5		-1.2 to -0.4		-1.5 to -0.7	
6% - 24%	-3.6 to -1.4		-3.4 to -1.3		-3.9 to -1.6	
lowest 5%	-3.7 and below		-3.5 and below		-4.0 and below	

Average progress score

	reading		writing		mathematics	
	2018 national	2018 school	2018 national	2018 school	2018 national	2018 school
all pupils	0.0	2.9	0.0	1.8	0.0	6.8
boys	-0.4	3.7	-0.8	2.1	+0.7	7.6
girls	+0.4	1.7	+0.8	1.4	-0.7	5.8
disadvantaged	-0.6	1.4	-0.4	0.2	-0.6	4.6
other	+0.3		+0.2		+0.3	
first language English	-0.1	2.9	-0.2	1.8	-0.4	6.8
first language other	+0.6	2.9	+1.3	2.1	+2.1	7.2

Overall standards are very good and (under the previous schedule) could be used to make the case for outstanding, in that nearly all pupils make good progress and attain well in all areas by the time they leave the school. The 2019 data was not available at the time of this review.

Given the low starting points, children at Stanton Bridge make very good progress. They are at or above national in all aspects of meeting the national standards and progress is above average in all areas. The good learning environment and the good work in books reflect these high standards.

The main area to consider is how ensure a greater proportion of children are able to access work at greater depth.

Pupils' behaviour and attitudes

Pupils' behaviour around school is exemplary and this is reflected in lessons. The children are proud of their school and this is evident in the majority of work seen. Bullying is rare and is dealt with effectively by all staff including SLT. Disruption to lessons is rare as is exclusion. All pupils wear uniform and talk about what makes their school special. Incidents of racism are dealt with by SLT and both children and staff are aware of the potential for conflict given the wide range of cultures represented at the school. After school, the care and warmth shown to parents and families is something that the whole school should be very proud of. Attendance is better than average for schools with this level of deprivation.

We discussed clarifying the procedures for “Good to be Green” so that the system is well understood and consistently applied from class to class.

Pupils’ personal development

Pupils are encouraged to be proud of themselves and the school. There are visits designed to increase cultural capital and ensure that the children have experiences that children from wealthier backgrounds would have access to as a matter of course. Some of the children talked about the visit to the seaside and they were clear that this was the first time they had been. The fact that parents could come also demonstrates the school’s commitment to personal development at a familial level. Pastoral care is excellent. The children can talk articulately about issues, such as racism and keeping themselves safe, because they understand basic British values.

Summary of main issues

Key strengths:

	Quality of education		Behaviour and attitudes		Personal development		Leadership and management		Early Years
Q1	Pupils consistently achieve highly including most disadvantaged and EAL.	B1	Behaviour is exemplary and leads to good learning environments	P1	Pupils feel valued at the school	L1	Clear vision for the school	EY1	Standards in line with national
Q2	All pupils achieve well at the school and most make very good progress.	B2	Pupils demonstrate pride in their school.	P2	Pupils know how they can keep themselves safe.	L2	Staff are happy and well looked after – well-being is a priority for SLT	EY2	Early language acquisition is evident
Q3	The new curriculum is well led and is evident in books.	B3		P3	Pupils can talk about the values which make them good citizens.	L3	Teaching and learning at the root of all of the SLT work	EY3	Progress is good for all pupils.

Key weaknesses:

	Quality of education		Behaviour and attitudes		Personal development		Leadership and management		Early Years
Q1	Is the quality of greater depth provision an issue in terms of outcomes?	B1	Is the Good to be Green system clearly understood?	P1		L1	Is the current SEF fit for purpose?	EY1	
Q2	Are we happy with the attainment of SEND pupils?	B2	Is the presentation in books in line with the standards achieved?	P2		L2		EY2	
Q3	Are basic skills evident in all work? Do the children transfer their learning into other areas of the curriculum?	B3		P3		L3		EY3	

Actions to be taken

1. Ensure that Greater depth children are clearly identified and that work is challenging and appropriate from the start of each lesson.
2. Ensure that basic skills are transferred into all other work. Does the good quality of writing transfer into geography work in terms of basic skills?
3. Re-examine the quality of our handwriting/ presentation – possibly look at letter join programme.
4. Re-define the behaviour system for consistency and clarity for children

Other areas for consideration:

1. School could audit against new Ofsted schedule to make firm judgements for SEF as discussed.
2. SLT could look at the SEF in terms of evidencing what the key strengths and weaknesses are.