

Stanley Grove Primary Academy

Stanley Grove, Rushford Street, Longsight, Greater Manchester M12 4NL

Inspection dates

3–4 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Under the head of school's leadership and supported by the multi-academy trust, the staff team have created a vibrant and nurturing environment which puts pupils' rights at the heart of the school.
- The school's vision statement, 'The best for everyone, the best from everyone', drives the improvements that are being made across the school. Expectations are high, and leaders inspire pupils to have high aspirations.
- The head of school provides passionate and focused leadership. Since the last inspection she has built a stable and effective leadership team. Leaders are making many improvements in their areas of responsibility.
- Leaders and governors have used their evaluations of the school's work to implement fast-paced improvements. Consequently, the quality of teaching and learning has improved and is now typically good.
- Despite pupils across the school making stronger progress, outcomes require improvement because some pupils do not achieve as well as they could.
- The teaching of phonics (letters and the sounds they represent) is strong. As a result, pupils acquire the necessary skills to help them in their early reading.
- The teaching of reading has been prioritised by leaders. Pupils enjoy spending time in the school library and demonstrate a love of reading.
- Most teachers match work accurately to pupils' abilities. However, the most able pupils are sometimes not challenged enough. Consequently, they do not consistently make the progress of which they are capable.
- Pupils' writing is improving because of good teaching. However, pupils do not have enough opportunities to write at length across the curriculum. In addition, some teachers do not always have high enough expectations for pupils' handwriting, spelling and punctuation.
- The early years is a vibrant and well-resourced place in which children make good progress. However, sometimes teachers do not make the best use of the outdoor learning environment to promote children's independent learning.
- The promotion of pupils' personal development is a strength of the school. Pupils are safe and are polite and considerate.
- The curriculum is broad and balanced. Middle leaders are passionate about their areas of responsibility. Pupils are taught by a range of subject specialists and make particularly strong progress in physical education, Spanish, information technology and art.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment, and improve pupils' outcomes, by ensuring that:
 - teachers in early years make the best use of the outdoors area to consistently plan free-choice activities that consolidate children's learning, particularly in their literacy and number skills
 - teachers have consistently high expectations for pupils' handwriting, spelling and punctuation in key stage 2
 - more opportunities are provided for pupils to write at length across the curriculum
 - teachers make better use of assessment to set work that is challenging for the most able pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- Over the last few years, the school has been through a period of turbulence in leadership and staffing. Leaders have also had to manage considerable building work that has taken place on the school site. These factors have had a negative impact on the quality of teaching and pupils' outcomes. Leaders, governors and trustees were quick to spot which areas needed rapid improvement. Consequently, they strengthened the leadership team, invested money into key areas and provided extensive support from the trust. As a result, teaching is now strong and pupils' outcomes are improving rapidly. The improvements that leaders have overseen convincingly demonstrate their capacity to improve outcomes further.
- The head of school is passionate about the school and is ambitious for pupils and staff. Since her return to school she has established a strong team of highly effective leaders who are bringing about improvements to the quality of teaching, learning and assessment. Across the school, teachers have had relevant and targeted training. They also benefit from high-quality support to improve their knowledge, skills and understanding of their roles. Leaders have created a culture of learning and continuous improvement, which has underpinned the clear improvements that have been made to the quality of teaching.
- Leaders at all levels ensure that the school's vision statement, 'The best for everyone, the best from everyone', is at the heart of all school improvement. Senior leaders have provided staff with many opportunities to improve their leadership skills and subject leaders develop their areas of responsibilities well. They talk with pride about how the actions that they have taken have had a notably positive effect on pupils' learning. For example, recent improvements in the teaching of phonics for younger children are ensuring that a greater proportion of pupils reach the expected standard in the Year 1 phonics screening check. Pupils are using their increasing knowledge of letters and sounds to make strong progress in their reading across key stage 1.
- Although leaders have improved the quality of teaching, there remain some weaker aspects. For example, some teachers do not have high enough expectations of pupils' handwriting, spelling and punctuation in key stage 2. There are also limited opportunities for pupils to further improve their writing across the curriculum. Leaders are aware of these and actions have been taken to address these relative weaknesses. However, it is too early to see the impact of this work.
- Leaders have created a rich and diverse curriculum which is effective in guiding teachers to sequence pupils' learning in different subjects well. This ensures that pupils build on their previous learning and develop skills, knowledge and understanding across a broad range of subjects. The curriculum has been planned to equip children with a deep understanding of the context in which they live. As such, the curriculum aims to provide pupils with the cultural capital that will enable them to be successful in later life. Pupils have access to many interesting and exciting experiences, which they enjoy. Pupils are particularly fond of the residential trips which the school organise.
- Leaders use pupil premium funding effectively. The head of school identifies pupils' individual needs and their barriers to learning. Leaders provide disadvantaged pupils

with support that is carefully matched to their individual needs. Leaders monitor carefully the progress that these pupils make and provide extra teaching and programmes of support when they are needed. Leaders also use the funding to provide a rich variety of free trips so that pupils benefit from experiences that they might not otherwise benefit from. Because of this effective support, disadvantaged pupils make good progress and a greater proportion are reaching the expected standards in reading, writing and mathematics.

- The effective leadership of the special educational needs coordinator (SENCo) has resulted in good provision for pupils with special educational needs and/or disabilities (SEND). Their needs are identified early, and as a result they make strong progress. Leaders use pupils' assessment information to provide appropriate support and to identify specific programmes of work that meet the needs of these pupils. Additional funding is used effectively.
- Pupils learn about different faiths, cultures and the importance of showing respect through a skilfully woven curriculum and a range of extra-curricular activities. Pupils have a deep understanding of rights and tolerance because of the work they have covered as a Unicef Rights Respecting School. As a result, spiritual, moral, social and cultural development is a strength of the school.
- Leaders' use of the sports premium is highly effective. The leader of physical education is extremely knowledgeable and passionate about improving pupils' skills and access to a wide range of different sports. She has led a project over the last few years to raise the profile of girls taking part in sport. Consequently, higher proportions of girls now take part in a wide range of extra-curricular sports. Girls' football has been hugely popular and inspirational. For example, pupils that spoke to inspectors talked about how they wanted to go and teach girls' football in Pakistan, so that girls there can also enjoy it.
- Parents and carers are overwhelmingly supportive of the school. They are welcomed into school for a range of events and receive relevant information about their children's progress. A typical comment from one parent summed up the words of many: 'This school has provided my children with a great education and made them independent children.'

Governance of the school

- Governors are fully committed to the school and are determined that pupils will make even stronger progress. They visit the school regularly to evaluate its effectiveness. Consequently, they display a deep understanding of the strengths and weaknesses of the school.
- Governors possess a wide range of professional skills that they use well to check on the impact of different changes that have been made. They hold leaders to account for the impact of their actions.
- Governors are actively involved in the life of the school and the local community. They attend social events, visit lessons and speak to both pupils and their families.
- Governors ensure that the funding for disadvantaged pupils is used effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and trustees ensure that safeguarding procedures and processes are fit for purpose. There is a culture of safeguarding embedded across the school and staff ensure that pupils' welfare is protected. As a result, pupils feel safe and happy.
- Leaders make sure that pre-employment checks are undertaken before any new member of staff starts at the school. Statutory checks are carried out on all leaders and trustees to ensure that they are suitable to hold leadership and management positions in the school.
- Leaders and staff undertake regular training so that they know the risks that pupils may face, for example from extremism or when pupils use the internet.
- Safeguarding records are meticulously maintained, and leaders clearly understand their duties and responsibilities for keeping pupils safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning is good across the school. Staff are supported effectively so that they can further improve their skills, particularly in relation to their teaching of English and mathematics. However, in recent years, numerous changes in staffing across the school have meant that there are some inconsistencies in the effectiveness of teaching between different classes and subjects. Leaders are aware of these and are addressing these effectively.
- Assessment is robust, particularly in English and mathematics. Teachers use the information from their assessments to plan interesting activities that are matched closely to pupils' abilities. However, on occasion the most able are not challenged sufficiently.
- The teaching of mathematics has been recently reviewed by leaders. They identified that some teachers needed specific training to improve their skills and understanding. This training has improved the quality of teaching in this subject. Pupils across the school are proficient in using and applying basic mathematical skills. Teachers provide many opportunities for pupils to develop their fluency in handling numbers. Teachers question pupils well in mathematics. They ask pupils questions that require them to explain the strategies that they have used to solve problems.
- Reading is taught effectively across the school. Children in the early years and key stage 1 receive high-quality phonics teaching. Reading books are matched accurately to pupils' understanding of phonics. In key stage 2, recent improvements have ensured that there is a structured and consistent approach to the teaching of reading. Pupils now have daily opportunities to read, develop their vocabulary and improve their comprehension skills. As a result, pupils say that they are enjoying reading more than in the past.
- Writing is also taught well, and pupils are making stronger progress in this subject. Teachers provide pupils with opportunities to write for a wide variety of different audiences and purposes. For example, pupils write letters, stories and poems. Pupils have regular opportunities to review and improve their learning by drafting and editing.

The teaching of spelling, punctuation and grammar is effective, and pupils' skills are improving. However, pupils' books in key stage 2 show that some teachers do not always have high expectations of pupils' handwriting, spelling and punctuation. There are also limited opportunities for pupils to write at length across the curriculum.

- Teachers use their good subject knowledge to plan engaging lessons for pupils across the curriculum. Pupils enjoy their education because they learn through interesting and relevant activities. The work in pupils' books shows that they complete pre-learning activities at the start of every topic. Teachers then use this information effectively to plan activities that are matched to pupils' abilities and prior knowledge. Pupils that spoke to inspectors explained that they are enthusiastic about their learning in different subjects. For example, they said that they enjoyed learning about Queen Victoria and the African kingdom of Benin.
- The teaching of physical education, art, information technology and Spanish are highly effective. Pupils enjoy these subjects and make strong progress throughout the school.
- Staff provide pupils with a high-quality learning environment that encourages learning and develops their independence. Recent renovations to the school have ensured that learning spaces are bright and welcoming and support pupils' learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Through the curriculum, assemblies, educational visits and school events, pupils acquire knowledge and demonstrate a deep understanding of equality and diversity. This prepares them well for life in modern Britain. Pupils that spoke to inspectors were eloquent when they explained that 'we all have rights and we are all respected'.
- The school has strong relationships with external agencies. Leaders work effectively with a range of outside partners, where appropriate, to ensure that pupils are safe from harm.
- Pupils have a good understanding of different types of bullying. They could explain to inspectors clearly some of the different forms that bullying can take. They were also keen to note that bullying was rare and, if it did occur, staff sort issues out quickly. Pupils also have a good understanding of how they can stay safe in a variety of situations, for example they understand the risks of using the internet and social media.
- Pupils enjoy their learning and their time at school. Pupils that spoke to inspectors talked with pride about the numerous opportunities that they have, from residential trips to a visit to Jodrell Bank that enabled them to learn about astronauts. Pupils agreed that these opportunities and the supportive relationships that they have with staff 'make the school the best school in the world'.

Behaviour

- The behaviour of pupils is good. Teaching staff have high expectations of pupils' behaviour and pupils respond well to this. There are clear routines and expectations in classrooms and around the school. As a result, pupils are polite, respectful and caring towards each other.
- Strong relationships between pupils and adults ensure that time spent in lessons is focused on learning. Pupils listen carefully to their teachers and get on with the work that they are given. They work well together and support each other in their learning. However, some pupils do not always take enough pride in their work and the way that it is presented.
- Pupils look after each other in lessons and when they play outside. At lunchtime older pupils take on the role of mental health first aiders. They provide support to pupils who need someone to talk to. The pupils that spoke with inspectors said that this had helped to reduce incidents of pupils falling out on the playgrounds.
- Leaders ensure that pupils' attendance and punctuality are given high priority. Pupils enjoy the rewards that they receive for excellent attendance. Consequently, pupils are keen to attend, and attendance is in line with the national average. Pupils typically arrive at school on time and are ready for learning.
- Leaders record precisely any incidents of poor behaviour, including any racist incidents. There are very few such incidents because of the emphasis that leaders place on respect and equality. As one pupil stated, 'We all respect each other's differences and religions. We are encouraged to have good attitudes and behaviour towards others as we know this will help us in later life.'

Outcomes for pupils

Requires improvement

- Over the last three years, attainment at the end of key stage 1 and key stage 2 has been below national averages in reading, writing and mathematics for all pupils, including those who are disadvantaged. The leadership team has taken swift action to address this by ensuring that teaching is highly effective and additional support for pupils who may need to catch up is provided when required.
- Mobility across the school is higher than the national average. Most newcomers join the school soon after arriving in the country. For many of these pupils their lack of English is a barrier to their learning. The support that these pupils receive is effective and enables them to settle quickly into school life. They make strong progress.
- Work in pupils' books shows that, due to the improvements leaders have made to the quality of teaching, learning and assessment, current pupils are now making much stronger progress across a range of subjects. Consequently, this is improving historically low attainment and ensuring that an increased proportion of pupils are reaching the expected standards. This is most noticeable in key stage 1. However, across the school, the proportion of pupils reaching the higher standards is not rising as quickly. This reflects the relative weaknesses in teaching for the most able pupils.
- In recent years, the proportion of pupils achieving the expected standard in the Year 1 phonics screening check has been below the national average. Leaders have addressed

this and strengthened the quality of phonics teaching. This is now having a positive impact for many pupils. Pupils who read to inspectors used their knowledge of phonics to work out unfamiliar words. This indicated that teachers are now developing pupils' early reading skills well. The teaching of phonics across the early years and key stage 1 is now a strength of the school's work.

- Pupils make strong progress in writing. Their attainment in the spelling, grammar and punctuation tests at the end of key stage 2 has risen at both the expected and higher standards. However, work in pupils' books in key stage 2 shows that some pupils do not always use their increasing knowledge and skills in their writing. Errors in spelling and punctuation, alongside some handwriting that is difficult to read, restrict the overall quality of some pupils' writing.
- Leaders make effective use of the pupil premium funding and ensure that it is used to raise achievement and provide targeted support for disadvantaged pupils. Like other pupils in the school, disadvantaged pupils' work reflects recent improvements to teaching which is helping them to make better progress and catch up with other pupils nationally.
- Leaders make effective use of the SEND funding. The highly efficient SENCo has implemented strong systems that ensure that pupils with SEND are supported well and benefit from high-quality interventions that are targeted to their individual needs. Consequently, these pupils develop the skills that they need to help them improve.

Early years provision

Good

- Children enter the early years with skills and knowledge below those typical for their age. Many children enter the early years with significant social and emotional needs, and/or speech and language difficulties. For many children the English language is a barrier. Additionally, a high proportion of children join the school during the Reception year. This all has a considerable negative impact on published data.
- The leadership and management of the early years are good. Leaders have a good understanding of the strengths, weaknesses and further priorities for improvement. They share the same high expectations of other senior leaders across the school and this is communicated well to all the staff within the early years.
- Across the early years, children make good progress. The proportion of children who move to key stage 1 with a good level of development has been rising for the last three years. Evidence from children's work and the school's own assessment information show that these improvements are being sustained.
- Leaders ensure that barriers to children's learning are identified and that support is put in place to meet their individual needs. As many of these children are disadvantaged, leaders use the early years pupil premium funding to provide effective and targeted support. As a result, the progress that disadvantaged children make is strong.
- Relationships between adults and children are good. Adults have created a warm and nurturing environment where children feel safe, settled and happy. Children behave well, share resources and take turns. The indoor and outdoor learning environments are vibrant and well resourced, which ensures that all children develop their independence and make good progress. A wide range of learning opportunities that fire

children's imaginations are made available in the indoor learning environment. However, teachers do not always make the best use of the outdoor environment to consolidate children's learning, particularly in relation to their early literacy and number skills.

- Teaching is effective. Adults make accurate assessment of children's development. They use these assessments skilfully to plan adult-led activities which meet children's needs and interests, particularly in the inside learning environment. Consequently, children show good levels of concentration during whole-class, group and independent tasks.
- The teaching of phonics is a strength. Staff are well trained and knowledgeable. Consequently, children acquire phonic skills and use these effectively in their early reading and writing. For example, children were writing independently their plans for a tea party based on a story about a tiger who came to tea.
- Links with parents are strong. Parents appreciate the relationships that they have with staff and the way that they are welcomed into school. Parents all agree that their children are safe and that if they have any concerns staff will quickly sort these out. Leaders support families well and provide a range of workshops so that they can help their children learn at home.
- Leaders have ensured that all statutory welfare requirements are met. Safeguarding is effective and of the same high standard as that seen across the rest of the school.

School details

Unique reference number	138785
Local authority	Manchester
Inspection number	10087879

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	690
Appropriate authority	Board of trustees
Chair	Mr Steven Zdolyny
Head of school	Mrs Amy Footman
Telephone number	0161 2249495
Website	www.stanleygrove.manchester.sch.uk
Email address	afootman@sgpa.bfet.uk
Date of previous inspection	26 April 2018

Information about this school

- This is a larger-than-average-sized primary school.
- The vast majority of pupils are from minority ethnic backgrounds. The largest group represented is Pakistani. Very few pupils are White British. A high proportion of pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium funding is above average.
- The proportion of pupils with SEND is broadly average.
- A larger proportion of pupils enter the school at different times of the year than is seen nationally. Most of these pupils are at the earliest stages of speaking English when they join.
- There have been significant changes to the leadership team, staffing and the school building since the last section 5 inspection.

Information about this inspection

- Inspectors observed teaching and learning in each class, including undertaking some joint observations with senior leaders.
- Inspectors held meetings with senior and middle leaders, office staff, and the parent support worker.
- The lead inspector met with five members of the governing body, including the chair and the chief executive officer of the Bright Futures Educational Trust.
- Inspectors spoke to teaching staff and lunchtime supervisors.
- The lead inspector met with a group of pupils. Inspectors also talked with other pupils informally around the school.
- Inspectors looked at examples of pupils' work from across the curriculum and talked with pupils about their work. They also considered pupils' behaviour at the start of the school day and during breaks and lunchtimes.
- Inspectors listened to pupils read and talked with them about the books they enjoyed and those they are currently reading.
- Inspectors took account of the 43 responses from staff who completed the staff survey.
- Inspectors considered a range of documentation, such as the school's evaluation of its own performance and its areas for improvement. They also looked at attendance and behaviour records.
- Inspectors reviewed safeguarding documentation, considered how this relates to daily practice, and spoke with staff and pupils about safeguarding.
- Inspectors took account of the 36 responses to Ofsted's online questionnaire, Parent View, and the 37 free-text responses from parents. Inspectors also spoke with parents at the start of the school day.

Inspection team

Julie Barlow, lead inspector	Her Majesty's Inspector
Julie Peach	Ofsted Inspector
Jean Tarry	Ofsted Inspector
Doreen Davenport	Ofsted Inspector

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