



QUALITY ASSURANCE REVIEW

THE WINSTANLEY SCHOOL

Name of School:	The Winstanley School
Headteacher/Principal:	Dave Bennett
Hub:	East Midlands South
School phase:	Secondary
MAT (if applicable):	Life Multi-Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	26/01/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	07/10/2019
Grade at last Ofsted inspection:	Requires improvement
Date of last Ofsted inspection:	03/12/2019



QUALITY ASSURANCE REVIEW

THE WINSTANLEY SCHOOL

Quality Assurance Review

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

Leadership at all levels	Leading
Quality of provision and outcomes	Effective

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence	Citizenship in Action Accredited
Previously accredited valid areas of excellence	N/A
Overall peer evaluation estimate	Effective

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

The Winstanley School is a small school with around 600 students. It is part of the Life Multi Academy Trust and works closely with the other eight schools in the trust. The headteacher has been in sole charge since January 2019.

While the school is in the county of Leicestershire, more than two thirds of its students reside in the City of Leicester, coming from one of the 10% most deprived communities in the country. The school has an above average number of students with special educational needs and/or disabilities (SEND). Leaders take pride in the inclusive nature of the school and in raising students' expectations of themselves, especially through the school's SHINE values. These consist of Supporting others, Hard work, Independence, Never giving up and Excellence.

The school holds the Inclusion Quality Mark, only the second secondary school in Leicestershire to do so. It has a specialist provision that supports 15 students with social, emotional and mental health (SEMH) needs called the SHINE Centre.

2.1 Leadership at all levels - What went well

- Leadership at all levels is very strong, including student leadership which is a key feature of the school. Leaders are relentless in their drive, passion and enthusiasm. They have a very clear vision for the school's improvement informed by wider educational reading and research.
- Governors play an active role and they understand the school's strengths and areas for development. Consequently, governors challenge leaders very effectively.
- Leaders listen to all stakeholders. Leaders know what they need to do to improve learning further. They create a positive and supportive coaching culture in the school that is helping to improve the quality of teaching and learning. Staff value the professional development programmes they receive, in particular the paired observations and the opportunity to undertake research projects. Consequently, a culture of educational research permeates throughout the teaching staff, leading to improved pedagogy. For example, SHINE staff have adapted the curriculum following educational research to better support the needs of ADHD students.
- Extra-curricular activities were impacted by the pandemic but now all students have access to these activities and participation rates are exceptionally high. Subject leaders adjust their curricula to encourage greater student involvement. For example, in PE a games-led approach in lessons has led to more students actively involved outside timetabled lessons.
- Social justice is embedded in the school's strategic plan. Leaders encourage students to champion social justice by empowering students to work alongside

local organisations. For example, the Stephen Lawrence Resource Centre and Leicester Citizens Alliance provide opportunities for students to know that they have a voice and can effect change in their local community.

- Leaders reach out and engage well with parents so they are able to respond to parents' needs early and challenge views that are at odds with the school ethos. For example, engaging with parents and challenging inappropriate behaviour and views over racism.
- Parents have helped to secure links with local faith groups, such as the Iman from the local mosque and Open Hands Christmas hamper donations to needy families. Consequently, parental perceptions of the school are improving. One parent said, 'Staff go above and beyond to help my children'.
- Leaders prepare students very well for life in modern Britain through the active citizenship programme. As a result, students are prepared to challenge inappropriate behaviour and articulate what is needed to be active global citizens.
- Leaders prepare students well for the next steps of their learning journey. As a result, all students went onto further education or training last year, with an increased number accessing level 3 courses. Subject teachers relate learning to the real world and potential careers. Students have the opportunity to undertake work experience with local employers.

2.2 Leadership at all levels - Even better if...

... leaders continued to develop the variety of leadership opportunities offered, especially among support staff and more reticent students.

3.1 Quality of provision and outcomes - What went well

- Students benefit from a curriculum designed to develop the whole child and to raise their aspirations by developing a growth mindset to improve their skills, knowledge and understanding. As a result, lessons link to real life examples to provide authentic learning experiences.
- Learning is carefully planned and sequenced over groups of lessons to help students build upon their prior knowledge and understanding. Subject leaders carefully map the curriculum to ensure that overlap between subjects reinforces students' learning. The SHINE values are mapped across the curriculum and they are modelled by staff in all lessons and assemblies. Consequently, students are respectful and kind to each other and confident to explore challenging subjects such as the holocaust. Students have the confidence and security in lessons to challenge themselves without fear of failure.
- Leaders provide Chromebooks for students. As a result, a blended learning delivery of the curriculum has been possible, especially helpful during lockdown.

So, on the whole, students are better engaged with their learning.

- Teachers' strong subject knowledge leads to students' greater engagement and better understanding; for example, through strong diagnostic feedback in English, mathematics, history and Spanish. Students have a good understanding of the examination specifications across a range of subjects that prepares them well for GCSEs.
- Teachers are effective in modelling activities to aid students' understanding. For example, in a science lesson, a teacher used a 'slinky' to help students visualise how energy is transferred in waves and, in music, the effective use of a visualiser helped students to annotate a music score.
- Teachers' effective questioning exemplifies that students' prior knowledge is very strong, seen especially in the lower science sets. In addition, the complexity of understanding and depth of knowledge of students are evident from their work.
- Staff ensure that students understand key vocabulary in all lessons. Research by leaders ensures that texts chosen by subject leaders provide challenge for students.
- Reading for pleasure is an integral part of the curriculum and students are provided with opportunities to read more widely. As a result, the gap in examination results has been reduced between disadvantaged and other students in the school. Oracy training for staff and an oracy theme each week encourages student discussion.
- Students are invariably well-behaved in lessons; this leads to them being effectively engaged in their learning. Teachers use growth mindset language, resulting in students being able to speak confidently about how they are helped to improve their work.
- Relationships between staff and students are very strong which supports students' well-being. Students trust staff to support them when they are faced with challenges in and out of school. In addition, Year 11 prefects provide positive role models who act as a go between with staff for students who are not yet confident enough to speak to staff directly.
- Attendance had been on an upward trend prior to the pandemic and the impact of lockdowns in the local area. Staff work closely with outside agencies and support parents to identify issues affecting attendance. Current attendance is improving and in line with the national average.

3.2 Quality of provision and outcomes - Even better if...

- ... all teachers and leaders were able to articulate the impact of their curriculum adaptation.
- ... teachers adopted a no hands-up policy in lessons to increase students' verbal engagement and participation.
- ... subject leaders reviewed and updated departmental feedback policies to account for developments in learning and teaching and the use of Chromebooks.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Inclusion lies at the heart of the school's philosophy. Staff have a clear understanding of the needs of students with SEND and use the 'Learning Profiles' effectively to provide quality first teaching strategies to ensure students make strong progress.
- Lessons are tailored to meet the needs of disadvantaged students and students with SEND and that enables them to make the same progress as their peers. For example, in the Christmas Carol link map activity in English, direct teacher modelling was used well to enable students to access the learning and deepen their understanding. Learning support assistants are used effectively in the classroom. They adapt work so that students are able to access the learning well.
- The curriculum is coherent, planned well and personalised to meet individuals' needs. Subject leaders have adapted their curriculum planning to better meet the needs of all students. For example, teachers are aware of the strategies that are needed to support learning for disadvantaged students and those with additional needs. For example, in English, effective questioning of disadvantaged students and students with SEND was used to both develop their knowledge and confidence.
- Leaders and teachers have used technology very effectively to support the learning for disadvantaged students and students with SEND, especially during the pandemic, to enable them to access learning more easily. Chromebooks were provided for all students to support their online learning. Students with education, health and care plans (EHCPs) are making very strong progress in line with their peers.
- The SHINE centre works effectively with students who have SEMH needs. Students' learning pathways are aligned with mainstream lessons, enabling them to be integrated into main school lessons and to access GCSE courses. In addition, students are supported with therapeutic interventions to address their challenging behaviours. Staff support the students in their transition to further education by ensuring that they have the confidence to succeed and become more independent.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ... subject leaders supported learning support assistants to continue to develop their curriculum and subject knowledge overview.

5. Area of Excellence

Citizenship in Action

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Historically, leaders had struggled to build a positive reputation of the school in the local community. The area the school serves has a high level of crime and anti-social behaviour. Consequently, leaders decided to place citizenship in action at the heart of school improvement and community engagement.

Citizenship in action in the school is closely linked to four key aspects of the school's ethos and values. Firstly, the school's SHINE values permeate all aspects of school life. The acronym of SHINE stands for S-supporting others, H – hard work, I – independence, N – never giving up and E – excellence. Secondly, leaders ensure that the school is inclusive in welcoming all young people. Thirdly, leaders celebrate the diversity of the student population and work tirelessly to develop understanding and dialogue. Finally, staff use relational behavioural management techniques to improve attitudes and promote kindness

Leaders have planned an extensive active citizenship curriculum with discrete lessons focusing on aspects of citizenship, an assembly programme, and a celebration of key events, such as Black History month and Holocaust memorial day. Furthermore, staff raise students' awareness of the needs of others through house challenges and charity activities, including Children in Need and Christmas jumper day.

The school works with a number of organisations to support active citizenship. Consequently, students are able to experience citizenship in action and see the impact of their involvement in improving their school community. The school is a founding member of the Leicester Citizens Alliance that has enabled students to work alongside other schools, universities, faith groups, parent groups and health trusts. As a result, students have led on campaigns, such as knife crime, mental health and housing.

5.2 What evidence is there of the impact on pupils' outcomes?

Active citizenship leads to many positive outcomes for students. Leaders have transformed the culture of the school. Positive relationships between students and teachers and between students themselves have led to a significant reduction in the number of exclusions, negative behavioural incidents around school and complaints from

the local community about students from the school.

Students are empowered through the range of roles and responsibilities with which they become involved. For example, as well-being ambassadors, they support other students who are finding school difficult. Consequently, stronger and supportive relationships are forged between students that leads to students wanting to help each other. One student commented, 'I suffer with anxiety and I don't want others to have that. I am most proud I had the confidence to speak to a group of headteachers'.

Students become trainers across the wider school network. For example, Stephen Lawrence ambassadors link with other schools' students across the multi-academy trust. Consequently, students awareness of racism is highlighted, not just within the school, but beyond.

Student leaders are from Year 7 to 11 and this ensures wide participation and sustainability of active citizenship over time as older students mentor younger ones. One student said that students have changed in the way they interact with each other to be more positive. Finally, one parent, when describing the students at the school, defined them as 'Group kindness'.

5.3 What is the name, job title and email address of the staff lead in this area?

Annie Roberts: Assistant Head Inclusion and Support.

Email: aroberts@winstanleyschool.org.uk

Natasha Boyce: Community Champion.

Email: nboyce@winstanleyschool.org.uk

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

Leaders would like to link with schools with similar levels of disadvantaged pupils from white backgrounds to share good practice.

Leaders would like to link with schools who make effective use of learning technologies.

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.



QUALITY ASSURANCE REVIEW

THE WINSTANLEY SCHOOL

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.