



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR WINSTANLEY

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:	14/11/2022
Overall Estimate at last QA Review:	Effective
Date of last QA Review:	26/01/2022
Grade at last Ofsted inspection:	Requires Improvement
Date of last Ofsted inspection:	03/12/2019

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 Effective

Quality of provision and outcomes Effective

AND

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

Area of Excellence N/A

**Previously accredited valid Areas
of Excellence** Citizenship In Action, 26/01/2022

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, 11-16 school serving an area of deprivation in Leicester. It is part of the Life Multi Academy Trust and works closely with the 10 other schools in the trust. The headteacher has been in post since January 2019 and achieved the Headteacher of the Year Award in Leicestershire in 2020.

The school serves students from both the county of Leicestershire and the city of Leicester. More than two thirds of the students come from one of the most deprived communities in the country. The school has an above average proportion of students with special educational needs and/or disabilities (SEND). It has a specialist provision for students with social emotional and mental health (SEMH) needs, the SHINE centre. Winstanley holds the Inclusion Quality Mark because of its work to support children with SEND.

Leaders take pride in the inclusive nature of the school and the focus on developing students' academic and social aspects. The SHINE values are at the heart of the school's ethos and include *Supporting others, Hard work, Independence, Never giving up and Excellence*.

2.1 Leadership at all levels - What went well

- Leadership at all levels is strongly influenced by the SHINE values that are at the heart of the school's ethical and inclusive philosophy. Leaders are passionate and enthusiastic about the education provided at the school. They have a clear vision for the school's continuous improvement, informed by research and an understanding of the community they serve.
- Governors challenge leaders effectively and hold them to account. They are actively involved in the school and understand its strengths and weaknesses. Consequently, governors are in a strong position to guide the school's strategic direction.
- Leaders effectively engage stakeholders in the development of school improvement strategies. They have created a positive coaching culture in the school. Staff value the professional development programmes they receive, especially the research projects. Consequently, a culture of research-based school development permeates the school and influences school improvement strategies, for example the development of disciplinary literacy.
- Student voice has been influential in developing a system of school rewards for academic achievement, effort and personal development. As a result, the rewards

system is valued by the students and makes a measurable difference to their behaviours.

- Leaders ensure that areas of good or outstanding practice are used to support developments in the rest of the school. For example, the SHINE centre staff have supported mainstream staff in developing strategies for supporting students with SEMH in the classroom.
- Students value the extracurricular opportunities offered by the school and the opportunities offered by the student leadership programmes. Participation rates are high and show that all student groups are included.
- Leaders have adopted a strategic approach to engaging with the community and improving the perceptions of the school within the local area. A systematic calendared approach to co-curricular activities and outreach has broadened the links with the community. Work with local faith groups, including the local mosque and Baptist church and the Open Hands Christmas hamper project to support needy families, has improved parental perceptions of the school. The school has moved from being undersubscribed to oversubscribed because it is now regarded as the school of choice in the area.
- Preparation for life in modern Britain is at the heart of the school's active citizenship programme. As a result, students are well prepared to be fully engaged as global citizens when they leave school. Leicester Citizens and the Junior Leadership Team ensure that students have first-hand experience of leadership roles.
- The careers information, education, advice and guidance programme, which starts in Year 7, prepares students well for their next steps. As a result, the vast majority move on to education or training. An increasing number are accessing level 3 qualifications and ultimately higher education placements. Subject teachers relate the learning to real world applications and students have the opportunity to undertake meaningful work experience.

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

...leaders continued to develop student resilience and independence through improving behaviours for learning.

...senior and middle leaders established a more consistent approach to teaching and learning across the school.

3.1 Quality of provision and outcomes - What went well

- SHINE values underpin the design and rationale for the curriculum. The SHINE values are mapped through the curriculum and modelled by staff in tutor time, lessons and assemblies. As a result, students are confident in talking to adults

and their peers and demonstrate respect for one another. They talk positively about their school and their relationships with teachers. Students demonstrate resilience and a striving for excellence. For example, in an English lesson students took care over the presentation and accuracy of their writing.

- The school has built their curriculum around the development of students' character. The achievement of an Area of Excellence, for active citizenship in the previous review, demonstrates the success of this work. It has resulted in the positive attitudes to learning observed in the majority of lessons seen.
- The curriculum is ambitious which means that a high proportion (compared to local averages) of students follow and achieve the English Baccalaureate. In English and science, in particular, examples of highly challenging concepts are being taught and understood by students.
- The school has a clear rationale for the curriculum model. For example, the 'REAL LiFE' curriculum is designed to provide a long-term solution to underachievement by addressing ambition and focusing students' perception of education on the purpose of learning.
- Teachers model learning effectively to support students' understanding. For example, in a Year 7 English Lesson, model paragraphs illustrated how to write about a text and use evidence to make a point. As a result, students wrote effective responses using quotes from the text.
- Staff focus on key vocabulary in lessons. A focus on developing a culture of reading and comprehension has led to improvements in the reading of fiction and non-fiction for pleasure, which is an integral part of the curriculum. Teachers are now researching how best to develop disciplinary literacy, particularly at Key Stage 4.
- Classroom expectations are clear and there are established routines. As a result, students know what is expected and are able to meet expectations. For example, students move quietly and in an orderly manner. They respond appropriately to instructions from teachers.
- Curriculum planning and sequencing is coherent. Students build on prior learning and develop skills and knowledge in a logical and progressive manner. For example, in a Design and Technology (DT) lesson, students worked independently using a variety of tools at different stages of the project. One student said, 'we are able to use a variety of tools as we learnt how to use them in Year 7'. The sequencing of lessons has meant learning is retained, and students are able to retrieve prior knowledge to name and use appropriate tools.
- Relationships between staff and students are very strong and there is an atmosphere of trust between them. This supports students' wellbeing. The school provides a safe environment in which students can challenge themselves, both academically and in extra-curricular activities. In addition, the range of leadership opportunities for students, including the Year 11 prefects, helps them to develop wider employability skills. This means that almost all students move on to an appropriate placement for further education, employment, or training.

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

- ...there were robust and consistent approaches to checking student understanding and retention of knowledge, to address misconceptions and inform future teaching.
- ...a consistent strategy for 'reading for meaning' was established across the school.
- ...all teachers were clear about how the activities they plan are both engaging and purposeful, to ensure that they drive the learning forward.

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

- The school has a strong inclusive philosophy. Staff understand the needs of the students with SEND and adapt their classroom practice accordingly. This is because learner profiles give them a clear understanding of students' needs. For example in French, teachers used the strategies in the learning profiles which ensured that these students could access the learning and were able to participate actively.
- Students appreciate the work the school is doing to improve SEND provision and to help them manage their behaviour. This makes them feel proud of the part they play in the community - for example through providing food for food banks and also through the Remembrance Day celebrations.
- Learning support assistants (LSAs) are used effectively to enable students with SEND to access learning in the classroom and be fully included in the curriculum. LSAs in both DT and mathematics effectively support students in the class with SEND needs so that they are fully included. They are proactive in supporting other students. As a result, more students benefit from additional adult support and are therefore supported with their learning.
- The SHINE centre provision is individualised for students with SEMH and allows students with significant challenges to access provision in this school and make progress academically and socially. Therapeutic interventions are used to enable the students to manage their behaviours and access school. Students' learning pathways are aligned with mainstream lessons enabling them to access relevant qualifications. Students progress to further education or training because they have the confidence to succeed and become independent.

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

- ... scaffolding, individualisation of learning and modelling in lessons was made more explicit and consistent across the school.
- ... interventions for the weakest readers were more tailored for their specific needs in order to enable them to fully access the curriculum.

5. Area of Excellence

NA

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

Leaders would like to be put in touch with a school in a similar context which is achieving a positive P8 score.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year

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



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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.