



QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
GORSEFIELD PRIMARY SCHOOL

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|-----------------------------|---------------------------|
| Name of School: | Gorsefield Primary School |
| Principal: | Ruth Onyekaba |
| Hub: | Aspire |
| School phase: | Primary |
| MAT (if applicable): | Forward as One |

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| Overall Peer Evaluation Estimate at this QA Review: | Effective |
| Date of this Review: | 16/05/2022 |
| Overall Estimate at last QA Review | N/A |
| Date of last QA Review | N/A |
| Grade at last Ofsted inspection: | Good |
| Date of last Ofsted inspection: | 10/01/2018 |



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GORSEFIELD PRIMARY SCHOOL

Quality Assurance Review

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

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| 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

| | |
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| Area of excellence | Overcoming barriers; opening doors to exceptional parental engagement. 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

Gorsefield Primary school is a large, urban community primary school, serving the area of Bury, Greater Manchester. The school was sponsored by Forward as One CE Academy Trust in April 2015. Gorsefield's mission is to 'inspire and challenge all children and adults to excel in everything they do.'

The two-form entry school is situated in an area of significant high deprivation, so children enter the school with very low socio-economic status and significant life challenges to be overcome. Mobility is high. The proportions of pupils who are disadvantaged and those who have special educational needs and/or disabilities (SEND) are much higher than the national average. The proportion of pupils with an education, health and care plan (EHCP) is broadly in line with the national average. The school is a UNICEF Rights Respecting (Silver) School. The principal supports other schools and headteachers in the area.

2.1 Leadership at all levels - What went well

- 'We do not accept defeat. We find a way for every single pupil to succeed.' This ambitious quotation from the inspirational principal exemplifies how relentlessly she has worked over several years to develop a truly inclusive culture where pupils are at the heart of all decision-making. The principal, deputy principal and other senior leaders are excellent role models to staff, pupils and parents, leading by example both within the classroom and beyond. As a result, the shared vision facilitates a climate for learning that is a seamless blend of aspiration, nurture and self-belief. Gorsefield is proud of the culture shift to have become a school of choice.
- The skills, knowledge and confidence of senior leaders have increased since last year's virtual consultancy. Leaders have defined roles but do not work in isolation, and this collaboration enables everyone to see the big picture. High quality continuing professional development (CPD) from the Trust makes a significant difference in empowering leaders and staff as a whole. This results in everyone seeing themselves as a leader. At Gorsefield, expertise is shared to develop new talent, with less experienced staff shadowing senior leaders.
- Communication is exemplary at all levels. Leaders demonstrate a strong understanding of the community demographic. The principal said that 'The curriculum is for parents just as much as the children.' The well-attended ESOL class is a remarkable example of how Gorsefield is building one family. Typical comments included, 'These classes help us build relationships.' 'My independence has improved. Now I can go to the GP on my own.' 'This helps all cultures to understand each other.'

- Parents and governors play an active role in planning the Learning without Limits curriculum. Termly meetings involve extended family members to participate in live lessons, for example, in phonics. 'Learn alongside' and 'stay and play' sessions are popular and useful. The community library allows parents to borrow books to support their children's learning.
- Attendance is meticulously tracked, rewarded, and RAG rated. Leaders' tenacity in working with hard-to-reach parents, for example, creating the 'Everything you need to know about attendance booklet', has decreased persistent absence and raised attendance rates this year.
- Senior leaders model how to monitor. This ensures that middle leaders are absolutely clear about recognising impact. Specialist teachers add to the teaching quality, such as music, PE and Spanish.
- Reading is at the heart of the curriculum and is well led. Many pupils spoke of their ambition to become authors because they are 'inspired by people like Ted Hughes, Berlie Doherty and David Walliams.' An ambitious text spine links to the curriculum, providing extensive diversity by selecting characters to act as inspirational role models to pupils, such as Arlo Parks and Jack Monroe. There is fidelity to the phonics programme as a result of strong leadership of Read, Write, Inc.
- CPD on retrieval practice, metacognition and questioning is paying dividends because it is having a positive impact on outcomes.
- Passionate subject leaders are making a tangible contribution to whole school improvement. For example, the geography and history leaders articulated confident knowledge and understanding of curricular rationale and next steps.
- The school is outward facing, and partnerships are varied and advantageous.

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

...leaders modelled holding 'learning conversations' with pupils to strengthen pupils' articulation of the value and impact of links between prior and current learning across the curriculum.

...the profile of pupil leadership was celebrated more overtly through vehicles such as the website, social media, newsletters, governors' meetings etc.

3.1 Quality of provision and outcomes - What went well

- Pupils' intrinsic self-regulation and motivation in school enables them to make good progress. Pupils are courteous and respectful and keen to share their learning. The Learning without Limits curriculum is woven throughout the school. One pupil said, 'You can do anything in life. There will always be barriers that get in the way of your goals and dreams. You just have to persevere to overcome them.' Pupils are involved in many community activities such as choir and litter picking.

- Young and Little Leaders from the Department of Education articulated the qualities their roles are developing in them, such as resilience and respect for others. Pupils said, 'I am developing my communication skills so this will help me to get a good job.' 'We are learning to coach other children who find things difficult.' Examples include the Department for Transport members leading on studying the effect of emissions, and the Department of Rights and Justice members writing a behaviour policy to align with the school policy. 'We all have the right to voice our opinion as long as it doesn't offend anyone else.' Rights Rangers play an important role in character development.
- Positive behaviours for learning show that pupils are eager to learn and support each other. There is a well-established mutually respectful culture. Pupils celebrate differences in opinions, such as in Year 4 when explaining fairness and morality when learning about Victorian punishments.
- In the Early Years Foundation Stage (EYFS) children learn in a positive, creative learning environment. Nursery children used vocabulary such as 'similar' and 'different' when they were sorting through the litter that was polluting 'the beach.' This was as a result of excellent modelling from the adult. Children demonstrate secure understanding of early reading and phonics. They use technical vocabulary such as digraph and trigraph, can sound out and blend words, including words like 'was.'
- Teaching assistants (TAs) support pupils well, having high expectations of their behaviour and progress.
- Where questioning is strong, pupils appreciate thinking time and cold calling keeps everyone on their toes. A Key Stage 2 pupil said, 'I think we should always use technical vocabulary because it helps to explain better.' Resources such as QR codes, iPads and challenging texts such as Oliver Twist stretch pupils and help them to be independent. Pupils in Year 1 transferred their prior knowledge of using imperative verbs to make a fruit salad to creating instructions to make a paper aeroplane.
- As a result of valuable CPD and beneficial, timely support, staff have secure subject knowledge, frequently and successfully using modelling to ensure that pupils are clear about the learning objectives.
- The curriculum is well sequenced, and pupils spoke of how they use their knowledge organisers and learning journeys to link their knowledge. For example, one Year 5 pupil explained how he used previous knowledge from studying Temples, Tombs and Treasure to understand his current work on Explorers and Adventurers.
- The learning environment around the school celebrates pupils' learning in a vibrant and appealing way. Displays exemplify the Learning without Limits curriculum in inventive ways.
- Pupils' writing books show application of skills through independent writing sequences. For example, Year 3 pupils use paragraphs, conjunctions, adverbials and dialogue. Due to high expectations, handwriting and presentation show pride in Key Stages 1 and 2 and marking and feedback move learning forward.

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

- ...every opportunity was seized to deepen learning in the moment, including the use of open-ended and probing questioning.
- ...there was a more 'print-rich' environment in the EYFS, both inside and outdoors, to enable children to read and respond to questions, such as in the Investigation Station, and see real life examples of writing.
- ...in the EYFS, errors in basic skills of handwriting were addressed at the point of learning, meticulously followed up and opportunities to practise these skills were incorporated in daily continuous provision.

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

- The culture of inclusivity ensures that aspirations are high for all pupils. This enables them to access the full curriculum offer and make good progress. The strong leadership provided by the inclusion team means that pupils thrive. By the end of Key Stage 2, disadvantaged pupils achieve in line with their peers.
- Attendance for pupils with SEND has increased by 10% over this year because staff go the extra mile. For example, the nurture breakfast club sets pupils up for learning. The SENDco works closely with the exceptional family liaison lead and learning mentors to ensure that assessment and provision are seamless.
- Vulnerable pupils benefit from the school's 'Rapid Risers' and 'Calm Quarters' provision. The highly successful 'Calm Quarters' nurture provision enables pupils at risk of permanent exclusion to be effectively reintegrated back into their classes. For example, the curriculum was successfully adapted to allow two Key Stage 1 pupils to access the same text as their peers, The Pirate Cruncher. Their sensory needs were addressed through bubble painting.
- TAs and other support staff have rigorous CPD and regularly meet with senior leaders and the SENDco. An educational psychologist works in school on a part time basis.
- Warm relationships between TAs and pupils provide a firm foundation on which to build academic progress. For example, one pupil successfully recalled previous digraphs because the TA had put in place strategies to help him stay focused.
- Staff promote a love of reading through providing guided reading questions for parents and online stories being read in the virtual library.
- One-to-one devices from the Trust digital strategy enable pupils to access the full sequence of learning along with their classmates. The devices decrease cognitive overload and allow independent learning, for example, when a Key Stage 2 pupil took his own photographs of his work.

- Pupils' books demonstrate that in line curricular sequence and structure for learning allows appropriate build-up of skills and exposure to vocabulary.

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

...in the ESOL class, there was a sharper focus on explicitly modelling to parents the reading strategies that pupils learn in school, thus enabling parents to apply these when supporting their own children.

5. Area of Excellence

Overcoming barriers; opening doors to exceptional parental engagement.

Accredited

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

As a result of significant contextual challenges, the intent of the Learning without Limits curriculum has three clear strands; Celebrating Individual Difference, Overcoming Barriers and Embracing Challenge.

The Learning Without Limits curriculum is built upon the embedded belief that everyone within school is a leader. At Gorsefield Primary School, the leadership structure exemplifies fundamental British values through mirroring the government structure of departments: Department of Education, Health & Wellbeing, Rights & Justice, Sports, Transport and Environment. The Departments consist of Little Leaders (EYFS/Key Stage 1), Young Leaders (Key Stage 2) and Staff Leaders (teaching & non-teaching). Everyone works collaboratively within their specific departments to achieve the school vision.

Family Empowerment sessions have been carefully designed based on parental voice, ranging from budgeting, healthy meals, role modelling for parent conferencing and Triple P. Most recently, facilitated family days out within the school holidays support and role model for parents regarding 'outing on a budget' and Saturday morning sports activities for children aged 3 – 5 years role model for parents keeping children active and healthy. Parents and children within and beyond the school community attend.

Further academic support is provided for pupils and their families through an in-house community library. The school has self-funded an entire library to enable parents and their children to access the Gorsefield Learning Without Limits curriculum.

The importance of the school curriculum, education and learning permeates what leaders do and why they support not only the pupils, but the parents and families too. For example, the school holds mock interview sessions, CV writing sessions, document completion sessions and interview feedback for parents looking to engage with work. Leaders have actively sought voluntary work for families as a gateway into paid work.

Further bespoke support to overcome barriers, embrace challenge and celebrate individual difference involves engaging with services beyond the school.

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

With such focus on the personal development of the whole school community, leaders have seen subsequent significant impact on internal academic attainment, behaviour for conduct, behaviours for learning, well-being, standards and expectations and ultimately the impact on successful learning in school through quality first teaching.

Of the parents who have attended Family Empowerment and Employment Support through school, 34% have entered full time adult education programmes, a further 26% have entered voluntary work sourced by the school and a further 20% into full time paid employment, totalling 60% of parents. This has had a positive impact on pupils in a variety of ways, including pupil attendance, 30 hours codes for children to attend full time and improved learning behaviours.

| | Previous to Family Empowerment/ 1:1 sessions Pupil attendance | During/ after to Family Empowerment/ 1:1 sessions Pupil attendance |
|----------|--|---|
| Family 1 | 66.7% | 90.2% |
| Family 2 | 88% | 95.4% |
| Family 3 | 84.5% | 93.4% |
| Family 4 | 87.6% | 98% |
| Family 5 | Lates: 45 lates/ 150 sessions | 0 lates |
| Family 6 | 88% | 98% |

Leaders have also worked with families and the community, including all pupils and staff to deliver a full online safety curriculum. The school was accredited a National Online Safety school.

Gorsefield has been awarded Jigsaw Flagship status for the third consecutive year. This is recognition for successfully teaching mindfulness and high quality social, emotional mental health, equipping pupils with the skills in order to calm their minds and relax their bodies. This allows all pupils to be ready and focused for learning. As a flagship school, Gorsefield is now a hub for providing CPD and sharing expertise with other schools locally, as well as receiving further training and resources to enhance the wellbeing curriculum.

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

| Who is the staff lead in this area? | |
|-------------------------------------|---|
| Name: | Ruth Onyekaba/ Andrea Martin |
| Title: | Headteacher/ Deputy Principal |
| Email address: | onyekabar@gor.fa1.uk / martina@gor.fa1.uk |

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

Leaders would like to visit and liaise with a school that has an Area of Excellence for EYFS.

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 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.