

Name of School:	Yarborough Academy
Head teacher/Principal:	Hannah Albery
Hub:	Transform
School type:	Academy
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Outstanding
Date of this Review:	25/02/2019
Estimate at last QA Review	Good
Date of last QA Review	19/02/2018
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	06/03/2018

Quality Assurance Review

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

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Project-based curriculum learning Accredited
Previously accredited valid Areas of Excellence	Not applicable
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

- Yarborough Academy is a larger than average primary school with 445 pupils. It is a stand alone academy. It is in the highest 40% of schools nationally in terms of deprivation.
- The proportion of disadvantaged pupils is in line with national average. The largest ethnic group is White British. Other ethnic groups of the seven represented are small percentages and below the national average.
- The proportion of pupils who have special educational needs and/ or disabilities (SEND) is below the national average. The proportion of pupils with an education, health and care plan is below the national average.
- The current head teacher has been in post since September 2017. Before that there had been three head teachers in four years.
- The school plans its curriculum using a project-based approach linked to the Chris Quigley's essential curriculum. Topics are bespoke to the pupils' interests, taking account of essential objectives and age-appropriate milestone indicators for basic, advancing and deepening learning.
- Each new topic overview takes account of previous coverage and current assessment information. This ensures no repetition and clear progression. An essential question drives the topic. Every topic has clear a purpose within an immersive environment to stimulate enthusiasm. The topic is planned to suit an authentic audience and ends in a project outcome and exhibition. Pupils cover almost all subjects through this approach. English and mathematics skills are enhanced during workshop sessions arising from ongoing assessment during the week. Phonics is taught in ability groups. A specialist teacher teaches physical education (PE).
- The school is a numicon affiliated organisation and lead school.

2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders have responded fully to the EBI's from the previous review. The school self evaluation (SEF) document has been reconsidered and is now written using a 'leadership lenses' approach. The scoring system against key criteria defines 'clarity, expertise and embededness'. This is evaluative and provides notable strengths. Leaders then note limitations for weaker areas. Four key priority questions are drawn from these limitations to shape the academy development plan (ADP). The key priority questions that drive the plan are appropriate. Targets and actions to support these are well considered. The plan outlines why the target has been identified, arising from forensic data analysis, and how the target will be addressed. Success indicators, 'dream outcomes' are measureable, which aids monitoring and

evaluation.

- All subjects are now rigorously tracked through the depth of learning index. This data is analysed to drive the focus of learning projects to ensure coverage of skills and knowledge. Milestones are tracked against basic, advancing and deepening learning. Gaps in milestones are reviewed to design subsequent topics to ensure progression and pupils' progress. The senior leadership team (SLT) review the planning at rigorous 'project tune' meetings.

2.2 School Improvement Strategies - What went well

- The head teacher's passion and high aspirations for the school are apparent. The senior leadership team (SLT) shares her drive and ambition, which has secured strong pupil outcomes and high quality teaching.
- Leadership is distributed. The responsibilities of members of the SLT are clear because the priorities of the academy development plan (ADP) are well established.
- This collaborative style has grown further to newly formed school teams for key curriculum areas to develop wider leadership. Teams draw on staff expertise and passion and include an SLT member to coach and support. Clear guidance and systems are supporting development and teams are flourishing.
- Inspirational curriculum projects are highly successful. They engage pupils so that they make strong progress in a range of learning behaviours and skills. Outcomes have improved and performance gaps between boys and girls closed in Key Stage 1 in 2018. Parents and pupils equally appreciate the projects and talk positively about their impact on pupils' learning.
- The breadth of other curriculum opportunities is exceptional and well organised by the PE lead. Disadvantaged pupils benefit from close monitoring, including their involvement in clubs. The school plans to become the first 'trauma-informed' school, which aims to support disadvantaged pupils further.
- Relationships throughout the school are supportive. Everyone works together continually to improve outcomes in an ethos of self-reflection and a desire to improve.
- Regular monitoring and developmental feedback helps improve teaching. Rigorous 'project tune' quality assurance meetings ensure progression and no repetition or gaps in the curriculum. Data analysis informs planning and the final project plan.
- Leaders' forensic evaluation of data leads to considered decisions. Despite high phonics outcomes, leaders' decision to adopt Read Write Inc to benefit overall reading and spelling has already shown strong progress and impact.
- Well-organised continual professional development (CPD) on novels within projects and greater depth vocabulary led to a focus on deeper inference and exceptionally high reading outcomes at the higher standard in 2018.

- Leaders' strategic decision to have extra staff in the Nursery secured early intervention support and rapid progress by the end of Reception.
- Clear expectations ensure consistency. New initiatives are researched, trialled and then taken on wholeheartedly, supported by high quality CPD. Daily monitoring results in regular coaching by the phonics lead which secures high quality teaching of Read Write Inc. The well-organised tracking gives a clear whole school overview of progress towards securing the phonics standard and improvements in pupils' spelling.
- The introduction of detailed class profiles helps staff monitor pupils' progress and link provision maps. The depth of learning index closely tracks pupils from their starting points and alerts staff to any lag in their progress towards projected end of key stage outcomes. Teachers review the comprehensive assessment to inform planning.

2.3 School Improvement Strategies - Even better if...

...the newly formed middle leadership school improvement teams continued to develop their roles and expertise.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- The EBI's for the previous review have been fully met. Challenge for all is implicit in planning and tasks. Activities enable all pupils to solve problems, deepen their thinking and apply skills at their level, guided by the teacher. Challenge is not an additional task or only for the most able but for all. Clear scaffolds support a range of pupil abilities with different stars to show differentiation. CPD secured an understanding of 'what is deeper challenge?' which is shown in the higher standards in reading and mathematics outcomes. Assessment systems support the depth of learning across all subjects.
- Project books are well presented and imaginative. The presentation of work to demonstrate knowledge and the approach to solving problems is varied. Pupils learn different ways to present findings from Year 1 and this variation is evident as pupils move through the school.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers are facilitators. They effectively plan tasks so pupils work independently. This allows time for constructive feedback and the opportunity to discuss problems immediately, which ensures sustained progress in

lessons.

- Well-embedded routines promote independence and pupils' confidence to take responsibility for learning. Pupils persevere when solving problems and apply themselves to longer tasks.
- Planning and preparation are exceptionally strong. Lessons have clear learning outcomes. Tasks are interesting and provoke thinking, being well matched to support skills development. This drives learning on at a pace. Pupils understand and can articulate what they are learning and how it fits the end outcome.
- Teachers' subject knowledge and ability to weave subjects together are ingenious. Teachers develop topics from the range of essential objectives and milestone indicators, combining subjects to ensure coverage. Links are made across subjects, such as understanding information in myths through mathematics activities.
- Teachers know pupils well. They scaffold learning so that all pupils are challenged and achieve the outcome. Toolkits set clear reference points to support progress in writing.
- High expectations and challenge are implicit in all lessons because of the open-ended tasks. Pupils thrive in an environment where they are expected to think critically, solve problems and apply knowledge and skills. A sense of excitement and buzz of learning is everywhere because tasks are interesting and thought provoking. Pupils are constantly exploring ideas and involved in sensory experiences. When Year 6 pupils placed their feet in seaweed, this enhanced their figurative language for a myth setting. High quality resources and learning environments enhance learning. Decorated doorways begin the immersion experience, which increases on entering the vibrant classrooms. Pupils refer to high quality learning walls, which show the learning journey of the topic.
- Teachers take account of prior learning and pupils talk confidently about how this helps with their current task.
- Skilful teaching assistants are effectively deployed to support pupils' progress and target disadvantaged pupils in lessons and during workshop time.
- Precise skilful questioning enables pupils to develop and explain thinking and unpick misconceptions. Teachers expect responses to be justified.
- Assessment during lessons ensures timely feedback, fluid groupings and responsive teaching. Marking and feedback are used to plan group workshop sessions to dispel misconceptions.
- Pupils evaluate and routinely improve their work. Skills to critique each others' work are embedded, which promote pupils' evaluation skills and progress.
- Pupils confidently use Ipads to read QR codes and Trello'. Year 3 pupils efficiently added individual information under sub headings that contributed a non-chronological report plan.
- Pupils routinely discuss learning and work collaboratively, which are key to solving problems and progress. Kagan approaches develop the range of peer

support through structures such as 'rally coaching'.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...writing was interspersed through lessons so that all pupils had the opportunity to write more regularly.
- ...resources to support language development and writing were more readily available outside in the early years foundation stage (EYFS).

4. Outcomes for Pupils

- Children enter Nursery with skills and abilities below what is typical. They make significant progress across the EYFS. The proportion of children achieving a good level of development was in line with the national average in 2017 and significantly above in 2018. This was due to the deployment of additional adults.
- The proportion of pupils who achieve the expected phonics standard has been above the national average since 2016.
- Key Stage 1 outcomes in reading and mathematics were just above the national average at the expected standard in 2018. Outcomes at greater depth were in line with the national average for reading and mathematics and just below in writing. Writing outcomes improved in 2018 to above the national average at the expected standard but were below at greater depth.
- Disadvantaged pupils outperformed their peers. All seven pupils reached the expected standards in all subjects.
- Key Stage 2 outcomes at the expected standard in combined reading, writing and mathematics improved from well below the national average to just above in 2018. Outcomes at the higher standard have been above the national average for three years.
- Outcomes at the expected standard in reading rose significantly in 2017 from well below the national average to in line, which was sustained in 2018. Attainment at the higher standard rose significantly to well above the national average. The proportion of pupils reaching the higher standard in mathematics has been above the national average for two years. The proportion of pupils reaching the expected standard and greater depth in writing has been in line with the national average for three years.
- Mathematics progress has been in the top quintile for three years and was well above average in 2018 in the highest 10% of schools nationally. Reading progress improved to above the national average. Writing progress declined to average in 2018.

- Disadvantaged pupils' outcomes were below other pupils nationally for reading, writing and mathematics combined. These pupils reached standards in mathematics that were in line with those of other pupils nationally. Progress was above the national average for other pupils nationally in reading and well above average in mathematics in the top quintile. Writing progress was in line with that of other pupils nationally.
- The school's data shows high proportions of pupils working at and above age-related expectations in all year groups. Disadvantaged pupils' progress is strong.
- Books confirm strong progress and attainment in all subjects. Handwriting is neat and cursive. Topic books are exceptionally well presented. Pupils produce a final piece of writing applying skills. Progress is evident from the 'cold' piece at the beginning. Calculation skills are well developed. Pupils' explanations and reasoning are well considered and detailed.

5. Area of Excellence

Project-based curriculum learning

Accredited

5.1 Why has this area been identified as a strength?

The project-based curriculum approach has developed over the last four years, using Chris Quigley's Essential Curriculum. The focus of the approach is not to cover the curriculum but for pupils to uncover the curriculum through exploration and investigation. The project-based curriculum is well planned and bespoke to pupils' interests. Topics are engaging, which is demonstrated by pupils' enthusiasm. The planning begins with an essential question which cannot be googled. For example, 'How can we recreate Alice's wonderland? How can we convince people to relocate to the moon? and 'Were the ancient Greeks geeks?' The question unfolds into focus areas with a clear purpose, authentic audience and an end outcome and exhibition. Planning takes account of assessment needs from data and gaps in coverage so far. The expectations for the structure are consistent and centres on immersion in the topic within the classroom environment.

The process incorporates multiple drafts and critique, a final project outcome, responsive teaching and a relevant curriculum taking account of interests and current issues. Pupils engage in learning through exploration and application of skills. Pupils collaborate, create, solve problems and explain their learning and deepen understanding. Parents and pupils comment on the experiences, 'It makes learning more true to life' and 'It's fantastic, I love the way my son learns'. Pupils comment on the essential question at the start and then again at the end, which demonstrates the gains in knowledge to support their reasoned responses.

5.2 What actions has the school taken to establish expertise in this area?

The school provides CPD for other schools. This is advertised and marketed clearly. They have created bespoke packages on real projects, immersion environments, and the use of Chris Quigley's Essential Curriculum and depth of learning skills and tracking. The school offers sessions on how the curriculum is planned, managed and led as well as the 'project tunes' meetings which quality assure the initial planning to ensure that skills progression and coverage are robust. Training has been provided for 43 different schools so far. Delegates have provided supportive comments such as, 'Project-based learning at its best: problem solving, investigations and engagement.' The school keeps ongoing contact with other schools to provide advice and support. A case study of a linked school demonstrates improved end of key stage published outcomes and attributes these to the approach.

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

Pupils' outcomes have improved within mathematics and reading particularly at the higher standard because of the challenging problem-solving experiences and the high focus on reading. Pupils develop strong learning habits, such as problem solving and reasoning. They apply a wide range of learning skills. Pupils are engaged and keen learners because the topics are imaginative.

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

Name: Liz Cox/ Hannah Albery

Title: Deputy head teacher/ head teacher

Email: coxe@yarboroughacademy.co.uk; Head@yarboroughacademy.co.uk

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

The school is working on becoming a 'trauma-informed' school so will be supporting the hub.

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.