

Name of School:	Warberry CE Academy
Head teacher/Principal:	Jacqi Stephens
Hub:	Torbay Hub
School type:	Academy Converter
MAT (if applicable):	Learning Academy Partnership

Estimate at this QA Review:	GOOD
Date of this Review:	06/02/2019
Estimate at last QA Review	GOOD
Date of last QA Review	13/11/2017
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	21/02/2018

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	GOOD
Area of Excellence	NONE SUBMITTED
Previously accredited valid Areas of Excellence	NONE
Overall Estimate	GOOD

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

- Warberry CE Academy is a larger than average primary academy with its own nursery for children from two years of age. The school has two forms of entry with parallel classes from Reception to Year 6.
- The school is situated in the seaside town of Torquay in South Devon. It is a member of the Learning Academy Partnership which leads eight academies in the locality and across the South Hams and Exeter areas.
- The proportion of pupils who are disadvantaged is above the national average. The area has considerable deprivation with many families living in multiple occupancy housing and a high concentration of rental properties.
- The proportion of pupils who have special educational needs and/or disabilities (SEND) is considerably lower than found in schools nationally, as is the proportion of pupils who speak English as an additional language.
- Most pupils are of White British origin, although children from 6 of the 17 possible ethnic groups are represented in the school.
- Warberry is a Church of England academy and received an outstanding statutory inspection of Anglican, Methodist and ecumenical Schools (SIAMS) in July 2018. The school's ethos is encapsulated in their guiding principles of being specific, being helpful and being kind. This philosophy is well embedded in all of school life and the pupil-led ethos group is an important part of this. For example, this group of 25 children recently visited the local Kent's Cavern and then shared their experiences back at school. They led an assembly for the rest of the pupils and taught the whole school a song to celebrate their visit.

2.1 School Improvement Strategies - Progress from previous EBIs

- At the previous review it was identified that school improvement systems would be enhanced if leaders wrote more precise and specific actions on development plans so that impact could be measured more effectively. Since the review, leaders have reconsidered their approach to improvement planning. The current document includes greater levels of detail and there is a systematic evaluation schedule which reviews the impact of each action. In addition, the English and mathematics subject leaders produce very detailed and specific action plans for their respective subjects, which have clear evaluations of the impact of actions in relation to pupils' learning. The school is now working to include the wider curriculum in their subject action planning.

2.2 School Improvement Strategies - What went well

- The headteacher is a knowledgeable and experienced leader, having previously led another Trust school. She was recently appointed to the post, alongside an associate executive role across the three local academies. The headteacher

shows inspirational leadership and communicates her vision well.

- The senior and middle leaders are helping to secure further improvements across the school's provision with an effective focus on ambitious outcomes for pupils. There is a commitment to the distribution of leadership, with a collegial ethos helping to enable members of the team to try new approaches and to take risks in their teaching and leadership roles.
- Leaders have managed considerable changes to the staff team effectively. They support new members of staff well so that the quality of teaching and learning is maintained. The teaching team are encouraged to share their best practice in the school and across the wider Trust. This dissemination of best practice is proving mutually beneficial and supports the school's collaborative approach.
- Leaders take the continuing professional development of all staff very seriously. They have produced a detailed schedule of internal and external training to help address the needs of individual staff and academy priorities. Leaders have established an effective system for those less experienced to shadow more senior staff with well-established incremental coaching. Teaching staff are encouraged to undertake regular professional reading which is helping to further develop their subject knowledge.
- The self-evaluation document is detailed and accurate. It is written by the headteacher in collaboration with senior leaders and links with development planning.
- The monitoring of teaching and learning includes regular learning walks, lesson observations, scrutiny of books and pupil conferencing. Staff briefings are held three times each week, with foci varying between pupils' progress, pedagogy and subject specific input. Senior and middle leaders share the findings of their consistent, structured approach to help inform teachers' practice and to ensure that pupils' positive outcomes are sustained.
- The school takes a thematic approach to the curriculum with a focus on character education being linked to real-life contexts whenever appropriate. Interesting stimuli are used to launch series of lessons, leading to progressive 'beautiful work' celebrations and displays. These demonstrate the creative approach taken across the wider curriculum. There are many opportunities for pupils to take part in extra-curricular activities, such as interfaith week studies, sports classes and the very popular school choir.
- Members of the school staff have taken a proactive approach to building effective links with families and the local community. These include hosting weekly coffee mornings to encourage parental liaison and signposting families to access appropriate support. Such initiatives have proved very positive with pupils' attendance improving markedly over time.

2.3 School Improvement Strategies - Even better if...

...leaders ensured the teaching team included greater opportunities for pupil voice in the planning of lessons and the wider curriculum.

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

- At the previous review it was recommended that teachers should move pupils' learning forward with precision and timeliness to maximise learning opportunities. Since the review, there has been an emphasis on promoting greater flexibility in lessons which has led to a faster pace and increased challenge, particularly for the most able pupils. Furthermore, the previous review team suggested there was opportunity for pupils to deepen and demonstrate their understanding. The team have now embedded an impressive peer feedback and critiquing system for all classes, in age appropriate ways. For instance, Year 2 pupils are invited to 'Confirm or Challenge' ideas and explanations given by their classmates. Whereas in Year 6, pupils have frequent opportunities to 'Agree, Build and Challenge', by discussing the work or understanding of their peers. This consistent and supportive approach has helped to establish a challenging and mutually beneficial learning environment across the school.

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

- The learning environment is vibrant and welcoming. Displays in corridors and communal areas celebrate pupils' 'beautiful work' across the curriculum which demonstrates the progress made across various topics and themes.
- Pupils show very positive attitudes to their learning. The supportive culture enables pupils to collaborate well. They are confident when talking with partners and respectful when critiquing their classmates' work.
- Family group activities are an important feature each week. Pupils of all ages have opportunities to explore concepts and ideas together. This is proving very effective in helping to develop pupils' positive values.
- Teachers generally use their subject knowledge well to model expectations, address misconceptions and move learning forward. They help to challenge pupils' thinking and deepen their understanding.
- There is consistent use of rich, high-quality vocabulary in classes. Teachers and other adults model language well which helps support pupils to articulate their own learning. For instance, in a Year 4 science lesson pupils demonstrated their knowledge of food chains well with the use of technical language and key terminology.
- The high expectations of pupils are evident through the targeted approach taken during regular risk assessments. These focus explicitly on every pupil's attainment and progress.
- The teaching and learning of writing is effective throughout the school. Each series of lessons includes initial elicitation tasks which help identify appropriate next steps. Pupils then undertake a variety of tasks to build their skills with many opportunities to edit their work. This leads to high quality extended writing which demonstrates pupils' progression over time.

- The Early Years Foundation Stage (EYFS) learning environment is spacious and inviting. The adults describe this as the 'third adult' in the setting, with a range of language-rich activities carefully planned to stimulate the children. There are many opportunities for mark-making and writing which all children respond to with enthusiasm.
- A feature of many lessons is the commitment to contextual learning. Lessons and series of lessons are often linked to practical examples. This is helping to make learning more purposeful across the curriculum.
- Disadvantaged pupils are supported well in all classes. Leaders and teachers are proactive in carrying out regular barrier analyses to help ensure all pupils receive individualised support. This rigorous approach helps to ensure that disadvantaged pupils are making at least good or better progress than their peers.
- The marking and feedback in books takes a consistent approach across the school. Books in all subjects include marking codes and target cards so that children know what is expected of them. There is a focus on verbal feedback and immediate marking whenever appropriate, which helps move pupils' learning on effectively whilst proving less onerous for teachers' workload.

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

- ...the planning of the curriculum involved greater input of pupils' own ideas.
- ...pupils were enabled to further develop their sense of enquiry to increase ownership of their own learning.

4. Outcomes for Pupils

- Children enter the EYFS at levels generally below those found nationally. The majority of nursery children move into the Reception classes, so their progress is secured over time. As a result, the proportion of children who reach a good level of development has been consistently above the national average in recent years.
- The proportion of pupils who passed the Year 1 phonics screening check in 2018 was very high when compared with schools nationally. This reflects the systematic approach undertaken from the nursery onwards.
- In Key Stage 1, the proportion of pupils who met the reading, writing and mathematics outcomes was well above the national average, at both the expected level and at greater depth.
- Key Stage 2 outcomes in 2018 were again above those of schools nationally in all subjects at the expected level. More pupils than nationally also achieved the higher level in reading and writing. Importantly, the Key Stage 2 pupils made positive progress in all subjects. This was classified as above average for reading and writing, and at the national average for mathematics.
- Pupils who have SEND are supported well and they mostly make strong progress from their individual starting points.
- The attainment gap between disadvantaged pupils and others in the school

reduces over time, although they currently still attain less well by the end of Key Stage 2. The progress scores for disadvantaged pupils in reading and writing were slightly lower than those for other pupils, however these pupils made positive progress in all subjects. Current assessment data indicates that disadvantaged pupils are making greater progress than their peers across the curriculum. This indicates that the attainment gap is further diminishing.

- Current tracking data demonstrates that almost all pupils in all year groups are progressing well from their starting points. The school carries out robust and detailed monitoring to ensure that pupils do not fall below their expectations. There are fortnightly reflective risk assessment updates which are shared with senior leaders, these then help inform future lesson planning and interventions.
- Pupils are predicted to sustain strong outcomes in all subjects in 2019. The school's targets are aspirational and current work in books corroborates their accuracy.
- Work in pupils' books shows age appropriate standards and clear progression across the curriculum. Expectations are consistent and there are examples of pupils having opportunities to edit their work and evaluate that of their peers. Mathematics books include investigative work and evidence of differentiation. Examples of extended writing are evident in English books and across the wider curriculum. Pupils have opportunities to write at length and writing walls in each classroom evidence the substantial and sustained progress made over time.

5. Area of Excellence

None submitted.

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

The school team does not require any additional support at this time.

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.